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ABSTRACT

Library and media personnel from the Mississippi Bend Area Education Agency contributed to this handbook, which provides teaching, administrative, organizational, and management materials applicable to a K-12 school environment. These materials are divided into such categories as literature, storytime, promotions, equipment operation and usage, reference, Dewey Decimal and card catalog, potpourri of activities, potpourri of procedures, and general bibliography. (MER)

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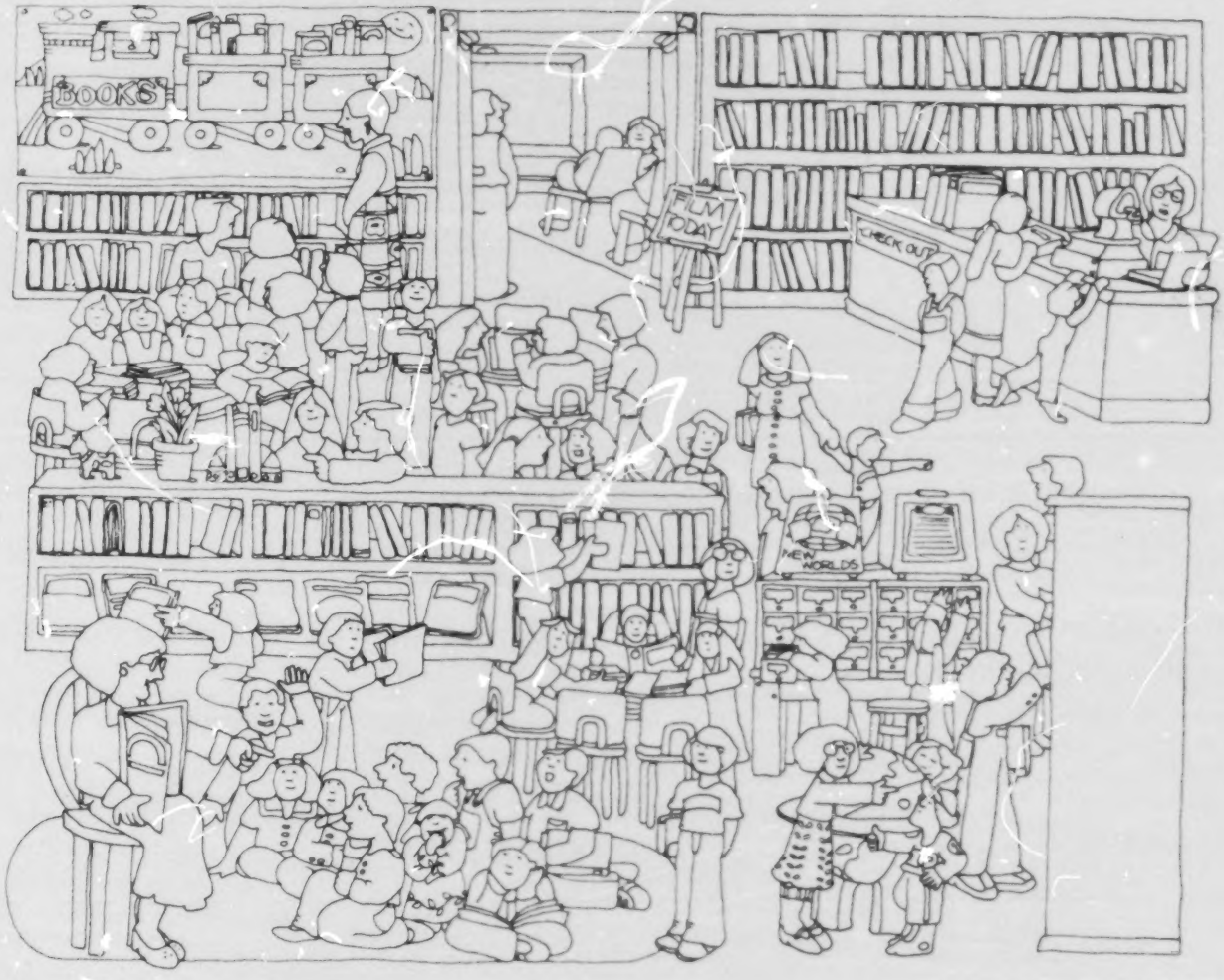
Media Ideas Handbook



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Ideas by Media Personnel in AEA 9

Compiled & Printed by
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TABLE OF CONTENTS

Page Numbers

Introduction

Literature Category 1-22

Storytime Category 25-29

Promotions Category 31-37

Equipment Operation & Usage Category 39-51

Reference Category 53-68

Dewey Decimal System & Card Catalog Category 69-80

Potpourri Activities Category 81-89

Potpourri Procedures Category 91-100

General Bibliography 101-103

Forms for More Ideas

MEDIA IDEAS

This Media Ideas handbook is prepared as a forum for exchange of "ideas" which work well for the local media personnel who submitted the idea. We hope this will just be the start of a continuing exchange of ideas by library/media people in AEA 9.

The ideas presented here are teaching ideas as well as administrative, organizational and management ideas. Every effort was made to remove copyrighted materials from the handbook. Credit is given to the person submitting the idea.

The "ideas" are presented here in general categories, ranging from K to 12 and includes the teaching and administrative "ideas" pertinent to that specific category plus a bibliography of recommended material.

At the end of the handbook are some blank forms. We hope you will submit some "ideas" so that a continuous exchange of "ideas" can take place. Please submit your new "ideas" by ~~January~~ March 31, 1981.

Many thanks are due to the following people who served on the organizational and editing committee.

Pat Meier - Betterdorf, Armstrong School

Jan Wolfe - Davenport, Jackson School

Marilyn Overman - Davenport, Garfield School

Marilyn Bower - Durant, Elementary and Middle School

Lois Miller - Davenport, Wilson School

Georgia Clayton - Davenport, Washington School

LITERATURE CATEGORY

Grade Level 4-5-6

Description:

After viewing the two films "Paddington Helps Out" (booking #06125) and "A Bear Called Paddington" (booking #06124) give your class the following "Paddington I.Q. Test". (Both films are available from the AEA Media Center)

1. What is the name of the family with which Paddington lives? (Brown)
2. How did Paddington get his name? (Railway station)
3. How many children are in the family with which Paddington lives? (two)
4. What are the names of the children? (Judy and Jonathan)
5. Paddington is from darkest (Peru) ?
6. What is Paddington's favorite food? (orange marmalade)
7. How did Paddington clean up the mess he made at the buffet? (put it in his hat)
8. What did Paddington make from his "Do-It-Yourself" book? (magazine rack)
9. Paddington attended an auction in one episode and bought three items. Name two. (antique gun, tool kit, antique marmalade stand)
10. Paddington lives at 32 Winter Gardens. True or False. (False-Windsor Gardens)
11. What is Paddington's aunt's name? (Lucy)
12. What kind of coat does Paddington wear? (Duffle coat)
13. What is the name of the housekeeper with whom Paddington lives? (Mrs. Bird)
14. Who wrote the Paddington books? (Michael Bond)
15. When Paddington went shopping - what did he put in his suitcase?

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level 5-6

Description:

Battle-Of-The-Books - A contest similar to College Bowl. We select in September 50-60 books for children to read. We make out questions. After 4-6 months of reading these books, we pick the teams. Then we set up meets for each team to meet each other. These are held immediately after school. We plan it for spring as the weather, hopefully, is better for transporting the children.

Submitted by: Gay Hansen School: Washington School - Muscatine

LITERATURE CATEGORY (Cont.)

Grade Level 4-6

Description:

AUTHOR WORD SEARCH

Hidden in this puzzle, you will find the last names of forty-eight authors. They may be vertical or horizontal, and may read forward or backward. Circle the name when you find it, and cross it off the word list. Only the last names of the authors are found in this puzzle.

Have you read any books of these authors? If you remember the titles, write them down after the author's names.

1. Louisa May Alcott
2. C. W. Anderson
3. Hans Christian Andersen
4. William H. Armstrong
5. Enid Bagnold
6. Carol Ryrie Brink
7. Pearl S. Buck
8. Clyde Bulla
9. Oliver Butterworth
10. Mary Calhoun
11. Ruth Christoffer Carlsen
12. Beverly Cleary
13. Roald Dahl
14. Meindert DeJong
15. Charles Dickens
16. Anne Emery
17. Walter Farley
18. Carolyn Haywood
19. Marguerite Henry
20. Harold Keith
21. Rudyard Kipling
22. E. L. Konigsburg
23. Robert Lawson
24. Lois Lenski
25. Astrid Lindgren
26. Robert McCloskey
27. A. A. Milne
28. Mary Norton
29. Scott O'Dell
30. Mary O'Hara
31. Helen Fuller Orton
32. Ellen Raskin
33. Marion Renick
34. Keith Robertson
35. Mary Rodgers
36. George Selden
37. Kate Seredy
38. Donald J. Sobol
39. Johanna Spyri
40. John Steptoe
41. Dorothy Sterling
42. Mary Stolz
43. Mark Twain
44. Mary Urmston
45. E. B. White
46. Jerry West
47. Laura Ingalls Wilder
48. Herbert S. Zim

Submitted by: Beth Clemensen School: Buchanan School - Davenport

AUTHOR WORD SEARCH

Y E K S O L C C M I L N M L I M R O D E L E

H A A A R O D S E L D G E N S O A E B O L K

T N L H A D A R L C O N T T A N S D D E R S

R D L C H O N E B A G I N O L D K B U L K A

O E U D O D E G N E S L R A C D I A H L I L

W R B M K T E D I T H P K O R E N I C K N W

R S I U I G T O A S B I G N I L R E T S U N

E O F A S Z R R W Y E K L Y L E N E I S U N

T N E N Z K E I T H D H O W L S R K E O E N

T I T L N N H L E N A E S K I N B R H D I E

U N O I K O E M E R K Y K C L E A L L C A S

B T R L H T Y O U N R F W E A K A E R L E R

S B H A A S R Y W N O O D O S C S M I L Q E

L A N S R M A O E R W H I T O I E W I L D D

I G E P A R E H S R C N O J E D Z I N S P N

N N Y Y H U L R O I I T W G N O R T S M R A

N O T R O E C A B I K N G R U B S G I N O K

D L S I N O T R O N Y S E L W H I W E O S T

O D E L L R O S L D R G N E R S S O B S O L

G U I R W H I T E H E S T E O N L I B W R A

R M E O T P E T S W M R Y E L S E N H A O W

E N E R S T F A R L E Y N E R G D N I L O L

Can you find all the author's names in this puzzle?? You should be able to find 48!!

LITERATURE CATEGORY (Cont.)

Grade Level 2 and/or 3

Description:

COLOR

Second Grade

Share the following books on colors with a second grade class:

Robert Wolff: Seeing Red
Feeling Blue
Hello Yellow

Wolff's books are very good in pointing out that colors have feelings and can tell us different things. Discuss how colors make a difference in how we feel. Have students verbalize their thoughts and feelings. Ask them to respond to phrases you have chosen that have colors in them, like "blue Monday" or "as green as grass".

This is also a good way to introduce poetry - through color. Choose a color and have students verbalize what comes to their minds as they think of one color. Then read the poem about that color in Hailstones and Halibut Bones by Mary O'Neill and compare.

Third Grade

In third grade in cooperation with a science unit on color, show the films Hailstones and Halibut Bones I and Hailstones and Halibut Bones II.

Again, review feelings surrounding colors. Have students choose their favorite color, write a poem, paragraph, or short story about their favorite color, and compile into a color book for the library.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level 3-5

Description:

FICTION OR NONFICTION?

To help students distinguish between fiction and nonfiction books, I have developed a mini-learning station.

First, make a fiction-nonfiction book.

a. Cut oaktag into 8 x 12" pieces
b. Paste or dry mount the front of book jackets on the oaktag
c. Number the pages
d. Laminate oaktag pieces after adhering book jackets
d. Bind pieces together with binder at AEA Media Center

Second, make a cassette tape to correspond with the above book. Review terms of fiction and nonfiction first. Then, give directions on the tape that the student is to determine by the title and pictures on the book jacket if the book or each page is fiction or nonfiction and to indicate which on the answer sheet provided. Student then is instructed by the tape to turn the recorder off and complete the exercises and to turn the recorder back on to check his answers when he has completed the book.

Other variations of this exercise using the same fiction-nonfiction book are:

a. Have student identify title on each book jacket
b. Identify authors
c. Identify illustrators (find book jackets that have illustrators on the front)

The book is large enough that it can be used by individuals, small groups, or an entire class.

Make several books of 15-25 pages in length.

You could also do books composed entirely of nonfiction book jackets and have students assign a general Dewey class number or if using the Dewey key from Stepping Stones to the Library (duplicating manual--see bibliography), the students could assign a specific Dewey number. In this case, your selection of book jackets must correspond to the categories listed in the key.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level 4-5

Description:

BOOK DISCUSSIONS

Objective: To promote and encourage the discussion and sharing of literature for children among six to ten selected students.

Activities to be performed to accomplish this task:

A. Identify 6-10 students
(Ask teachers after you have decided upon reading level to zero in on)

B. Hold regular meetings of this literature study group

The students will be a good indicator of how often to meet--perhaps every 10 days, two weeks, or whatever works best for the group. Meet at least once a month though)

Optional attendance for students not completing their reading on time is up to you.

LITERATURE CATEGORY (Cont.)

C. Identify literature categories from which students will be reading.

a. Fantasy
b. Mystery
c. Adventure
d. Animal
e. Nonfiction
f. Biography

D. Items for discussion (literary analysis)

a. Theme of book
b. Value and worth
c. Development of characters
d. Point of view
e. Technique of writing
f. Alternative endings
g. Compare effectiveness of various media (book versus film)

} Use rational powers to develop thinking and guide discussion

E. Purchase titles in paperback form if possible or else secure, through inter-library loan, enough copies of the same title for all participants.

I think this would probably be more crucial with groups of lower reading abilities. It did not seem to be a problem with a top reading range since at any time we had the group reading three to six different titles.

F. Groups could share books read with their classrooms through various methods (dramatizations or filmstrips/tapes created by the group)

This project is adaptable to reading levels of all students. Whatever the reading level involved, it is important that the entire group will be the same level.

RATIONAL POWERS

Recall - to remember what has been previously learned or experienced.

Imagine - to form a conscious idea or mental image of something never before wholly preceived in reality by the imaginer.

Classify - to group or segregate into categories that have systematic relationship, usually founded on common properties or characteristics.

Evaluate - to examine and judge concerning the worth, quality, significance, amount, degree or condition of.

Generalize - to render applicable to a wider class; to derive a principle from particulars.

Compare - to represent as similar for the purpose of illustration; to view in relation to something else for the purpose of showing or establishing contrast or similarity.

Analyze - to weigh or study, various aspects or elements in order to arrive at an answer, result, or conclusion.

LITERATURE CATEGORY (Cont.)

Synthesize - to combine ideas, forces or factors, often varied or diverse, into one coherent or consistent whole; combining separate elements or sensations of thought into a whole.

Infer - to arrive at an opinion or come to accept a probability on the basis of available evidence, which may be slight.

Deduce - to add or infer the implication of ordered, logical thought processes used in drawing a specific inference from a general principle, or a truth from an analysis of evidence.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level K-6

Description: (Book Jacket Puzzles)

Dry mount or paste extra book jackets on heavy cardboard. Laminate and cut into pieces. Place each puzzle in a zip-loc plastic bag or envelope.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-1

Description: (Story Follow-ups)

Paste parts of a book jacket (or sketch a scene from the book) on the inside of a manila folder, along with instructions for a simple follow-up activity. After the story if read to a class, send the folder and the book back to the classroom to be used as a center activity until the next library visit. (You may want to laminate the folder)

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level 3-6

Description: (Riddle Board)

Set up a literary "riddle board" which is changed weekly, giving clues to a character in children's literature. Each day give another clue until the character is guessed. Award a small prize for the first correct guess.

Submitted by: Becky Mather School: McKinley School-Muscatine

LITERATURE CATEGORY (Cont.)

Grade Level 3-6

Description: ("Bestsellers")

Post a list of the ten most popular books in the media center each week. (Similar to the top ten records) Each student is allowed to vote for his favorite book once each week. Ballot stuffing has to be watched, but the overall response will be tremendous.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level 4-??

Description: (Graffiti Board)

Reserve a bulletin board for graffiti - cover with butcher paper, outline in iridescent colors. Provide pens, pencils, markers, crayons. After finishing a book, a reader may use the board to comment about the book, in words and/or pictures. All comments must include the title of the book. Remarks can be positive or negative. Students who have read a book already mentioned may add to previous comments.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level 4-6

Description: (Literary Lunches)

Invite 3-4 students who have read the same book to share their opinions over lunch in the library. The main topic of conversation is the book that they (and you) have read - best parts, boring parts, favorite characters, etc.

This motivates students to read more thoughtfully and purposefully. You may decide to pre-select some groups. Or groups may take the initiative and request the lunchbook discussion.

A tablecloth and centerpiece may be used to enhance the setting.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level 4-6

Description: (Match Game)

Clip illustrations of well-known book characters from media catalogs. Mount 5-10 on the bulletin board, along with the appropriate titles in scrambled order. Students must match the characters with their books. Award small prizes such as a balloon or bookmark for correct answers.

Submitted by: Becky Mather School: McKinley School-Muscatine

LITERATURE CATEGORY (Cont.)

Grade Level K-12

Description: (Authors)

Using extra book jackets: cut out the author's picture and paste it on a card. On the back write a list of books written by the author and/or a synopsis of his/her life.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level 5

Description:

CALDECOTT AWARD BOOKS

I. History of Caldecott Awards (see outline on front of Caldecott Award book list).

II. Filmstrip study of Caldecott Award books. Write a short paper which 1. describes the art work of each book; 2. compares the two books; 3. tells which art work you liked best.

III. From our Caldecott Award books display, examine ten different award books. On a piece of notebook paper, keep a log of your findings: 2-3 lines for each, including the title, author, illustrator, type of illustrations.

IV. Fill out a Caldecott Award Evaluation on your favorite book from the ten that you examined in Activity III.

V. Together, read aloud "The 'Now-Really' Time", by Lilian Moore. Using manila paper, two illustrations to a paper, draw illustrations for the story sheet where your illustrations would occur if the story was printed in book form.

VI. Design a book jacket for the book in Activity V.

VII. Using the directions on "Book Reviews" worksheet, prepare a book review for your favorite Caldecott Award book to be presented orally to the class.

Submitted by: Jane Robnett School: Eisenhower School-Davenport

LITERATURE CATEGORY (Cont.)

Grade Level 1

Description:

PROMOTING AUTHORS AND THEIR BOOKS

I decided to share a project that both the first graders and I get very enthused about each year. During the second quarter, I begin introducing authors to them by showing a picture of the author and telling a few tidbits about him/her that I'd like them to remember. It helps the author seem more like a person to them. I follow this up with a story by the author. We keep track of the authors and their stories by maintaining an "Authors We Know" bulletin board that has the author's picture, name, and titles of the books we've read by him/her. We read several stories by one author and review information about them before we go on to another so the children have a chance to really get to "know" them. In April the project is culminated by a class vote on their favorite author and then we proceed to write a letter to him/her expressing our delight with the books. I use the overhead and have the children compose the letter together so that it's a composite effort. They then write the letter, send a stamped self-addressed envelope, and wait for a reply. What fun it is to hear from their favorite author in May!

Submitted by: Linda Corpman School: Columbus School

* *

Grade Level Indicated after each title

Description:

Tall Tales (6)

The student listens to and reads a variety of tall tales including Pecos Bill and Paul Bunyan tales. The student then invents tall tales of his own and writes them in good composition form.

Fables (6)

The emphasis in this unit is on learning that animals in fables represent people, learning the meaning of the word moral and determining the morals of given fables, and writing original fables.

The student reads and listens to many fables, participates in group discussions, and does a variety of written activities leading to his writing of an original fable.

"Doing Their Own Thing" (7)

This unit is made up of stories which have to do with people who have achieved success in doing something they like to do.

The students do some paragraph writing in which they compare the stories. A third objective of this unit is to write about a person they admire who has accomplished "his own thing".

LITERATURE CATEGORY (Cont.)

Reading Short Stories (7)

This unit is made up of lists of six different kinds of stories; humorous, adventure, science, travel, animal, and sports. The pupil chooses the kinds of stories he wants to read.

A written assignment follows the reading of each story. They write a synopsis of the story including who, what, when, and where.

Changing Perspectives (8)

Given a list of stories and poems, the student discusses in writing the change of perspective (viewpoint) in a character (s). Either the chief character, others around the chief character, or the narrator will change his opinion.

Shor Story Unit (8)

The student identifies and writes about plot (conflict), characterization, and point of view in several short stories.

Local Color (8)

In this unit, the student chooses several stories from a list of stories that contain local color. The major objectives are (1) student identifies geographical region or location of story (2) he identifies character types and (3) he identifies any dialect in the story.

The emphasis is for students to see how a story can reveal information about an area and its people.

Play Reading (7)

This unit emphasizes play reading rather than writing. The objectives center on plot and character description.

The Novel (8)

This is an in-depth unit in which the elements of plot and characterization are studied in the novel. The student reads, writes, and discusses his particular novel in this light. He is also expected to be able to recall specific details from his book.

Junior Novel I and II (6)

The student chooses a book from a suggested list of junior novels. After reading the book, each participates in a group discussion with other students who have read the same book. Following the group discussion, the student writes out answers to specific questions about the book.

Figurative Language (8)

The student identifies and writes his own similes and metaphors. He works only with similes and metaphors in sentences and does not write them in descriptive paragraphs within a composition.

LITERATURE CATEGORY (Cont.)

Symbolism (8)

The student reads either Animal Farm or The Pearl and discusses and writes on the symbolism therein. He also takes an objective on the specifics of his book. In Animal Farm, the emphasis is identifying the symbolism in the animals and what kinds of people they represent. In The Pearl, the symbols of the pearl itself, the scorpion and the trackers are emphasized. This is the very basic unit in identifying symbolism in literature.

Narrative Poetry (Poems That Tell Stories) (7)

The narrative poetry unit is designed to allow students to analyze narrative poetry in terms of character, rhyme scheme, and story told by the poem.

Ballads (7)

This unit is intended to have students become more familiar with the extensive quantity of ballad literature.

Readings and recordings are used to permit students to enjoy and learn both historical and contemporary ballads.

Poetry Interpretation (8)

Several poems are given in which the student is asked to discuss in writing the feeling and message of the poem. The student also is given a choice of activities among them: writing your own poem and interpret one of your (and teacher's) choice.

Biography (7)

The student reads biographical sketches and at least one biography or autobiography.

Newspaper (6)

The student becomes familiar with sections of the daily newspaper.

Satire (8)

The two objectives in this unit are (1) recognizing satire in essays, cartoons, and poems, and (2) using this to create an original example of satire. This is an introduction to the use of satire in writing and is not an in-depth study.

Capitalization (all grades)

The student through a pretest discovers what capitalization rules he must study. Through appropriate individual assignments he learns. The skills are reinforced throughout the years at middle school.

Punctuation (all grades)

After taking the pretest the student studies the rules he needs to learn. The skills are reinforced throughout his years at Middle School.

The Writing of Sentences (6)

The student performs written exercises to help him recognize and write the following sentence types:

LITERATURE CATEGORY (Cont.)

1. a simple sentence
2. a simple sentence with a compound subject or a compound verb.
3. a sentence with more than one idea (complex sentence)
4. a sentence containing words in a series
5. a compound sentence

Writing Good Paragraphs (7)

This unit develops the writing of topic sentences and unified paragraphs. The students write four types of paragraphs: (1) facts (2) examples (3) reasons (4) incident

Short Story Writing (6)

The emphasis of the unit is on writing effective titles, creating good opening sentences in paragraphs, developing setting and character, and arranging details in chronological order. After completing a packet that covers these materials, each student writes an original short story.

Vivid Writing (8)

The student learns to write more vividly by using specific nouns, verbs, adjectives, and adverbs. He also learns to employ sensory details and figures of speech.

Dictionary Work (7)

This unit is designed to review dictionary skills such as arranging alphabetically, syllabication, synonyms, definitions.

Etymology (6)

The student traces the histories of selected words by using the dictionary. He records on a chart the languages from which the words were adopted, the original meanings of the words, and the present meanings of the words.

Synonyms-Antonyms (8)

The student is re-introduced to synonyms and antonyms in an effort to increase his vocabulary. He does this through activities in which he uses the dictionary and a thesaurus.

Using Your Senses (6)

This unit emphasizes the senses of hearing, seeing, and smelling. The sensory unit is used in the spring to allow opportunity for individual and group observations in nature rather than in enclosed situations only. The student records his observations by careful note-taking. Through films, observations, and group discussions, the student learns the value of using the senses in writing and speaking effectively.

Nouns (all levels)

The student identifies nouns and learns the various ways they function in the sentence.

Verbs (all levels)

The student identifies action verbs, linking verbs, and auxiliaries. He also studies tense.

THE STUDY OF LITERATURE

GENRE

Folklore

Tall Tales
Fables

Short Stories

Doing Their Own Thing
Reading Short Stories
Changing Perspectives
Short Story Unit
Local Color

Novel

Junior Novel I & II
The Novel
Symbolism

Poetry

Figurative Language
Poems That Tell Stories
Ballads
Poetry Interpretation

Drama

Play Unit (not finished)

Biography & Autobiography

Newspaper

READING SKILLS

Characterization

All units with exception of Newspaper, Fig. Lang. and Poetry Inter.

Attitude

All units stressed in Changing Perspec.

Point of View (tech)

1st and 3rd person introduced in Short Story Unit
Novel

Setting

Local Color

Plot (What Happens)

All units with exception of Newspaper, Fig. Lang, and Poetry Inter.
defined and stressed in Short Story Unit

Figures of Speech

Fig. Language
Poetry Interpretation

Rhyme (pattern)

Narrative Poetry
Ballads

LISTENING

All Units with exception of Doing Their Own Thing, Local Color, Newspaper.
Include Selections read to class

THINKING AND WRITING

Making Generalizations

All units

Supporting Generalizations With Facts
All units

Making Comparisons
Poems that Tell Stories
Doing Their Own Thing
Newspapers

Inference

Differentiation Between Fact and Opinion

Using the Imagination
Tall Tales
Fig. Lang
Fables
Poems That Tell Stories
Poetry Interpretation

SPEAKING

Junior Novel I & II

Symbolism

Poetry Interpret.

LITERATURE CATEGORY (Cont.)

Grade Level 4

Description:

1. Blind Men and An Elephant - John Godfrey Saxe.

   Read aloud. Fill bag with library items. Each student has 30 seconds to feel items, then write them down. Follow up with sample of Braille alphabet and ETV Truly American "Helen Keller".

2. Look Again - Tana Hoban.

   Read and show book on opaque projector. Students can make a list of what they think they are seeing. Reread book, showing answers. Then, let students make "Look Again" pictures: On one piece of manila paper, paste a large picture from a magazine. Cut a window (about 2"x2") in a second piece of paper. Place second sheet over first sheet so that an interesting part of the magazine picture shows. Staple pages with 2-3 staples down one side so page may be opened to show the answer. Let students show the class their pictures, again writing down answers so everyone can guess.

3. Plum Pie - Miss Read (First Grade)

   Read aloud. On a very large paper, draw a pie. Have students cut from magazines their favorite food, to be pasted on the large pie.

Submitted by: Jane Robnett School: Eisenhower School-Davenport

* *

Grade Level ______________

Description: (Stories to Eat By)

Adoff, Arnold. Eats. Lothrop, 1979. Here are delicious plain poems for a young audience that's always hungry. Choose your own poem to plan a treat or teach children ones which go with lunch menu items. (They could make up their own, too.)

Barrett, Judi. Cloudy With A Chance of Meatballs. Atheneum, 1979. People don't have to buy or grow food in Chewandswallow. It rains down from the sky! But huge foodstorms end all this and force evacuation via oversized peanut butter and jelly sandwich rafts. Good for the quiet moments before eating at the class picnic when you treat with those sandwiches.

Biro, Viro. Gumdrop on the Move. Follett, 1969. To Josiah Oldcastle's disappointment, Gumdrop, a vintage car is sold to a race car driver. Gumdrop is soon on the move from one adventure to another. The actual diagram of "real" car makes the story come alive and so do the gumdrops chewed as the story is discussed.

Brown, Marcia. Stone Soup. Scribner, 1947. An old French folk tale which the children act out while you tell it. This may be a simple group participation or food may be added -- carrots, potatoes, cabbage, onions, boullion cubes, meat or whatever. Each child brings something. Cook and serve with crackers.

LITERATURE CATEGORY (Cont.)

Catling, Patrick. The Chocolate Touch. Morrow, 1979. A read-aloud for second or third graders tells of the sad plight of a boy who loves chocolate so much he acquires a magic gift that turns everything his lips touch into chocolate. Let your imagination be your guide but don't spoil the fun!

Cauley, Lorinda. The Bake-Off. Putnam, 1978. Mr. Hare proves to one and all of the forest folk that his nutritious recipes can be as yummy as a sweet dessert. Recipe for his carrot cake is included in the book. Bake as cupcakes, and if you have the patience, let each child put on the icing.

Clymer, Eleanor. HAMBURGERS and Ice Cream for Dessert. Dutton, 1975. This book is a good one to read to third or fourth graders when units on nutrition or Hawaii are studied. Imagine a country where the people eat only hamburgers, mashed potatoes and peas, and ice cream. Guess what happens when some of these people are shipwrecked on a lonely island. Let the students plan and eat a meal from the foods found on the island.

Devlin, Wende. Cranberry Thanksgiving. Parents, 1971. An unscrupulous villain from the city tries to steal the treasured secret recipe from which Grandma makes her famous cranberry bread. Follow story with loaf of cranberry bread. Slice, place on Thanksgiving napkin, and serve.

Emberley, Ed. The Wing on a Flea. Little, 1961. For Halloween place a felt treat bag on the felt board and, as you are placing orange triangles, brown rectangles, tan squares, red circles, and brown cylinders on top of the bag, the students name the shapes. Show the filmstrip or read Emberley's book. Later the group decide which Halloween treat the shape is like: Triangle-corn candy; cylinder-tootsie roll; square-carmel; circle-lollipop; rectangle-candy bar. Each selects treat by naming shape wanted.

Fritz, Jean. George Washington's Birthday. Coward, 1969. George Washington Allen born February 22nd, explores sources from the card catalog to Mt. Vernon to discover what Washington ate for breakfast. With the help of the children and a room mother, mix the Indian hoecakes and brew the tea for a different Washington birthday celebration.

George, Jean. My Side of the Mountain. Dutton, 1959. This super read-aloud for fifth or sixth graders tells of Sam's life alone on the Catskill Mountains. Although Sam's foods are detailed throughout the book, most are too natural for students. So, instead of boiled roots or bird's eggs, try a cup of nuts or a hickory nut cake for a treat.

Hoban, Lillian. Arthur's Christmas Cookies. Harper, 1972. Arthur bakes some Christmas cookies that are long lasting but inedible. Serve Christmas cookies or those always welcome short lasting chocolate chip.

Kahl, Virginia. The Duchess Bakes A Cake. Scribner, 1955. The duchess bakes a cake so light that when it rises the duchess rises with it. And, as she puts the ingredients into the bowl, different students can add the real cake ingredients to the mixing bowl, pour in a baking pan, and take to the kitchen to bake. Share at lunch or milk time. OR Bring an angel food cake, cut into pieces and sample the duchess' lovely, light, luscious, delectable, cake following the story.

LITERATURE CATEGORY (Cont.)

Kingsley, Emily. Cookie Monster's Storybook. Random, 1979. The Cookie Monster tells niece Baby Monster of his various plots to obtain cookies. The stories lead to eating cookies after the last one which is a lesson in counting pennies, cookies, and chocolate chips.

Marshall, James. Miss Dog's Christmas Treat. Houghton, 1973. Great for Christmas is this short tale of sweet-toothed Miss Dog who hides the Christmas candy as a measure of self-control and forgets where she put one box. But she lost another and in the classroom where paper dog tracks lead students to lost box of candy canes.

Mathews, Louise. Gator Pie. Doubleday, 1979. Funny dressed alligators try to share a pie with too many of their kind. Fractions and division play a part in slicing those pies into equal pieces -- one for each.

Quackenbush, Robert. Too Many Lollipops. Parents, 1975. Instead of prescribing one aspirin and rest in bed, the doctor always gives Henry the Duck the same tasty advice "eat a lot of lollipops". Since the story is very short, Balian's Sweet Tooth, Abingdon, 1976, might be used with it. Add to this the prescription for chasing the blahs from a January Monday, a lollipop for each.

Raskin, Ellen. Who, Said Sue, Said Woo? Antheneum, 1973. Polka dot cow, billy goat ghost, green goose, and cross-eyed owl and other animals join Sue in her small car. As each animal appears on felt board, chalkboard, overhead, the children make the appropriate sounds and join in this cumulative tale. Spice with animal crackers.

Roser, Wiltrud. Everything About Easter Rabbits. Crowell, 1972. Tell a shorter version of these three Easter rabbits: the Genuine Original, the Hardworking, and the World Traveling. Show the products of each. A 'bunny' hides candy eggs for the children to find when the story is finished. For Kindergarten children a shorter story to use is Lisa Weil's The Candy Egg Bunny, Holiday, 1975.

Van Woerkim, Dorothy. The Queen Who Couldn't Bake Gingerbread. Knopf, 1975. When the King of Mulligatowny decides to marry, he says his wife must be able to bake gingerbread. After he marries, you know what happens! A tasty end to the story is a piece of the queen's gingerbread.

Sandburg, Carl. Rootabaga Stories. Harcourt, 1951. Read "Huckabuck Family and How They Raised Popcorn in Nebraska" from this collection. Hidden but within sniffing distance have a corn popper read to start when you begin the story. As you read, "and that night a fire started in the barn", the corn begins to pop and continues as it does in Nebraska. Serve in paper cups. Other books to pop corn by are:

Asch, Frank. Popcorn. Parents, 1979. When his parents go to a Halloween party, Sam decides to have his own and each of his guests brings popcorn as a treat. And:

De Paola, Tomie. The Popcorn Book. Holiday, 1978. Tony pops the corn while Tiny reads facts about popcorn from the encyclopedia, including a brief summary of a well known story. Includes two terrific ways to pop corn.

Walker, Barbara. The Little House Cookbook. Harper, 1979. This collection of authentic recipes combined with the passages from the Wilder books which describe them makes this an ideal supplement to pioneer units. Tasteful research projects could be developed around some of the chapter topics.

LITERATURE CATEGORY (Cont.)

Williams, Vera. It's A Gingerbread House. Greenwillow, 1978. Grandpa Ben's Gingerbread House is opened by the grandchildren on Christmas Eve and barely survives until Christmas. However, Grandpa put the instructions for building another inside the house. Make one yourself to present to the children to eat after the story is read. Make the house and let the children decorate and eat or give to a children's ward.

Submitted by: Gerry French School: Lincoln School-Davenport

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Grade Level _____

Description: (The Shape of Halloween)

Halloween is square. It's circles and triangles, too. And that's what this flannelboard story/poem is all about--the shapes you can find, if you look for them, in all the traditional trappings of the holiday.

Supply your children with cutouts of geometric shapes, so they can perform at their desks the same actions that are happening at the flannelboard. They'll want to do the story over and over again, especially the ending.

Everyone will like the ending, too--that's when you pass around a trick-or-treat bag, and the children identify the shape and color of the treats they draw--because it adds up to sweet learning for the kindergarteners.

Suggestions for easy trick-or-treat shapes:

CIRCLES - lollipops
cookies
peppermints

TRIANGLES - candy corn

SQUARES - carmels
fudge

RECTANGLES - gum
candy bars

CONES - chocolate kisses

SPHERES - sourballs

CYCLINDERS - tootsie rolls

LITERATURE CATEGORY (Cont.)

POEM

Tonight is Halloween,
So come and Follow me.
We'll see how many shapes
There are for us to see.

A yellow triangle moon
Casts a friendly light.
Five triangles make each star
That brightens up the night.

Jack-O-Lantern round, with
Triangles--eyes and nose.
We'll cut a crescent mouth
Through Which the candle glows.

Let's go! It's Halloween!
It's time for trick or treat.
Grab a big, square bag,
And start off down the street.

We climb rectangle steps,
And ring a round doorbell.
When the door is opened,
"Trick or Treat!" let's yell.

My bag is full of treats.
We hurry home to find
Cookies, gum and candy
Of every shape and kind.

Now listen carefully,
This is what we'll do.
Tell the shape and color,
And the treat belongs to you.

Submitted by: Gerry French School: Lincoln School - Davenport

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BIBLIOGRAPHY

First choice authors and books. Produced and distributed by Pied Piper Productions, P.O. Box 320, Verdugo City, California 91046. 8 units, each unit composed of 1 filmstrip and 2 cassettes or 2-10 inch records.

Contents of each unit:

a. author interview--cassette recording (Ave. 15 min.)
b. filmstrip of book (Ave. 75 frames)
c. dramaticized recording of the book
d. guides--pupil worksheet, teacher guide
e. author biography sheet

Unit titles:

#1 The Mouse and the motorcycle
#2 White bird
#3 Brighty of Grand Canyon
#4 Jack and the robbers
#5 The Cay
#6 The Cat and Mrs. Cary
#7 By the great hornspoon
#8 Black and blue magic

Units are excellent for sheer enjoyment, reading motivation, and critical listening and thinking. Author interviews are done in personable manner.

Newbery Medal books. Produced and distributed by Miller Brody.

Most of the winners are available in filmstrip-cassette sets. Very useful for literature and Newbery units.

Puppet kits based on Caldecott Medal winning books. Produced and distributed by SVE. Each kit contains one hardcover book, two stuffed-head puppets patterned after main characters, cassette featuring dramatic reading of the book plus listening and storytelling activities, a poster, and activities guide.

Titles include:

Sylvester and the Magic Pebble
One Fine Day
The Snowy Day
Nine Days to Christmas
Why Mosquitoes Buzz in People's Ears

Useful for literature activities and especially for dramatization.

BIBLIOGRAPHY (Cont.)

Literature for children. Produced and distributed by Pied Piper Productions. 1971-72. 3 sound filmstrip sets, each set contains 4 filmstrips, with 2 phonodiscs and teacher's guide, or with 2 tape cassettes.

Story of a book is a filmstrip version of the 16mm film in which Holling C. Holling describes the creation of Pagoo. The other strips are, in fact, book talks on the topics listed. The presentations are varied--retold incidents, dramatized episodes, student work, meet-the-author, puppets--with occasional brief detours into library skills. An added section at the end of each strip provides a review or suggestions for further activities or both. The teacher's guides include a list of related children's books. Librarians may disagree on the inclusion of a particular book or the mode of presentation, but the strips are nevertheless effective and unlike any other library filmstrips on the market. They can help fill the gap where an elementary school librarian is not available, or provide variety, or save time for the full-time librarian. Grades 4-6. (Booklist, May 15, 1972)

Series One:
- Story of a book. 58 fr., 12 min.
- Biography. 50 fr., 12 min.
- Tall tales. 24 fr., 11 min.
- Fantasy. 51 fr., 12 min.

Series Two:
- Animals. 58 fr., 13 min.
- Distant lands. 47 fr., 13 min.
- Fairy tales. 50 fr., 9 min.
- Humor. 49 fr., 13 min.

Series Three:
- Enjoying illustrations. 65 fr., 12 min.
- Historical fiction. 57 fr., 12 min.
- Myths. 60 fr., 12 min.
- Adventure. 53 fr., 12 min.

Series Four:
- Haiku. 56 fr., 11 min.
- Descriptive words and figures of speech. 45 fr., 12 min.
- Sounds of poetry. 43 fr., 11 min.
- Humorous verse. 54 fr., 12 min.

"The Calendar" from the children's Book Council, Inc., 67 Irving Place, New York, N.Y. 10003. A one-time only charge of $5.00. Published twice yearly. Keeps you current with CBC materials, freebies from publishers (book marks, posters, etc.) and supplies reading lists for the up-coming months.

BIBLIOGRAPHY (Cont.)

RE97780 Good Reading, Guide for Serious Readers 011.
Bowker 1978 313 PGS A
Describes some twenty-five hundred books on all subjects, indicating levels of difficulty and available editions.

RE97981 Me? Teach Reading? 428.4
Goodyear 1979 200 PGS A
This book outlines in clear, concise language the nature of the reading process. It offers concrete, step-by-step instructions on how to access reading ability, select appropriate materials, and design classroom activities to improve reading skills.

LI97652 Dreyer, S. Bookfinder 802.
AGS, Inc. 1977 A
A guide to children's literature about the needs and problems of youth aged 2-15.

RE97972 Forgan, H. Reading Corner 372.41
Goodyear 1977 A
Contains ideas, games, and activities for individualized reading.

LI97829 Gillespie, J. Best Books for Children 028.52
Bowker 1978 541 PGS A
An annotated listing of approximately ten thousand titles grouped by topic including picture books, books for beginning readers, biographies, mysteries, natural sciences, and poetry.

ME97683 Greene, E. Multimedia Approach to Children's Lit. 028.52
ALA 1977 182 PGS A
This is designed as a buying guide to a quality collection of book-related non print materials for use with children from preschool to grade 6.

RR97793 Spache, G. Good Reading for Poor Readers 028.52
Garrard 1978 300 PGS A
Discusses the process of determining a student's reading ability and selecting appropriate reading material.

LI97949 Walker, E. Book Bait 028.5
ALA 1979 164 PGS A
Detailed notes on adult books popular with young people

STORYTIME CATEGORY

Grade Level K-1

Description: (Storytime Realia)

Stuffed Winnie-the-Pooh, Pippi Longstocking, Curious George, Paddington Bear, Cat in the Hat and others can be used as storytelling aids or be checked out to be loved by a whole class for a month at a time.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level Preschool-Kdg.

Description: (Storytime)

Ceramic, porcelain or metal figurines of storybook characters can be used to help tell stories.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level Preschool-Kdg.

Description:

Dress old-fashioned wooden clothespins in felt and fabric to represent the characters in the stories you tell.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level Preschool

Description:

Two games that have worked well for me. Materials needed: soft large balls, 1 per team. Divide group into teams of about 6-8. Line up students with a space between them.

Begin the game by "1, 2, 3 go". The first person in line passes the ball over her head; the second person passes the ball between his legs -- always keeping two hands on the ball. The ball moves to the end of the line in this fashion - over, under, over, under.

Each line will need a coach, and encouragement. Competition is fun too.

Materials needed: book pockets with four shapes inside them. Give each child a pocket. Then use shapes to develop listening skills and concepts such as behind, on top of, under, between, left, right.

Submitted by: Kathryn Beeks School-Bridgeview & Cody-Pleasant Valley

STORYTIME CATEGORY (Cont.)

Grade Level Preschool

Description:

Name Tags: Cut pieces of oak tag 2" x 4", punch a hole on each side. Insert heavy string long enough to go over child's head easily. Write child's name on tag when they come with a broad tip felt marker so names can be read from a distance.

After the first session remake name tags on colored oak tag. Light colors such as green, orange, pink and yellow, makes names easier to read than dark colors. Laminate name tags, punch holes, and insert colored crocheted chains in them. Kids will not chew through the crocheted chains as easily as string.

Alphabetize name tags before each session to make them easy to find.

Always have a supply of plain white name tags for new people and visitors.

Submitted by: Bev Kendrick School: Elvira & Goose Lake-Northeast

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STORYTIME CATEGORY (Cont.)

Grade Level Preschool-Kdg.

Description:

Use a specially decorated cardboard box or basket to hold the materials you will use for story hour.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level Preschool

Description:

Background Information - Our Preschool Story Hour was organized as a part of our Community Education Program. To get the community involved, we asked for volunteers from the samll towns in our school district. We have the story hour for three-five year olds. The parents are encouraged to go to another room for coffee and to work on the take homes for the following week.

We have nine sessions in the fall and nine sessions in the spring. They are held on the same week day and at the same time each week.

Training Session/Story Hour Procedure. We have two training sessions preceeding the start of the story hour. Before the first session all nine story hours are planned. Books and other materials for the sessions are collected.

I borrow a Kindergarten class and go through a story hour for the volunteers. The procedure I use is:

1. Books checked out the week before are placed in a box.
2. Name tags are put on the children.
3. The children sit down Indian style.
4. A story is read to the children.
5. An activity such as a film, filmstrip, flannel board story, finger play, puppet show, game, or anything else that relates to the topic is used.
6. Read another book.
7. Have another activity from the list in number 5.
8. Possibly another activity or another book is read.
9. Dismiss the children a few at a time to check books out. These are books which I select before the story hour and place on a table for the children to select from. Some of these relate to the topic.
10. The name tags are taken off as the books are checked out to the children.
11. The take home is passed out.

Our story hours range from thirty-five minutes to an hour. The types of activities depend on the topic and available material. The children need something that will let them move around. The books need a good story line and they MUST have large illustrations so that all of the children will be able to see them.

STORYTIME CATEGORY (Cont.)

Name Tags - We start with oak tag name tags with heavy string in them for the first time. Then the child's name is transferred to colored poster board which is laminated and a crotched chain replaces the string. (The chains are 2½ feet long and the poster board is 3"x7½") Use light colored poster board such as green, yellow, orange, and pink for the name tags so that the names will show up. Make sure that the name tags are alphabetized before the story hour starts.

Take Home - We have used a variety of things that have included: coloring sheets, balloons, puppets both paper made and scrap fabric, cookies, and many more. Our last spring session is a sack lunch which the mothers bring for their child or children.

Topics - Animal topics work well such as dogs, cats, monkeys, and ducks. Holiday topics are included too, if we can find enough material to use. Other topics have included: Circus/Clowns, Airplanes, Mother Goose, Fairy Tales, Dr. Suess, Mickey Mouse, Teeth, Insects, and Weather to name a few.

Occasionally we have a special person come in such as the school nurse or Officer Gene Kobel. We have also gotten materials from the Poison Control Center in Omaha.

Selecting Materials - I use mainly the Language Arts, Literature, and Reading subjects areas in the AEA film catalog to select films. Check the other sections too. I use the school filmstrips for holiday topics.

Book Return Box - This is just a decorated cardboard box.

BIBLIOGRAPHY

LA 97033	Ellis, M.	Finger Playtime
LA 96811	Ellis, M.	Fingerplay Approach to Dramatization
LA 96347	Fletcher	Finger Play Poems and Stories
AR 95092	Grayson, M.	Let's Do Fingerplays
LI 95406	Carson, B.	Listen and Help Tell the Story
LI 97870	Poulssen, E.	Finger Plays
LI 97845	Marshall K.	Pom Pom Storybook
LI 97850	Oldfield, M.	Lots More Tell and Draw Stories
LI 97849	Oldfield, M.	More Tell and Draw Stories
LI 97848		Tell and Draw Stories
LI 97579	Pellowski, A.	World of Storytelling
LI 96816	Anderson, P.	Storytelling with the Flannel Board - 1
LI 96817	Anderson, P.	Storytelling with the Flannel Board - 2

LI 97630 Bauer, C. Handbook for Storytellers 372.64
ALA 1977 381 PGS A
This handbook shows parents, teachers, librarians, and volunteers how to use effectively a variety of media, including film, music, crafts, puppetry, and even magic to bring stories alive for audiences ranging from preschoolers to senior citizens.

LI 97951 Dewit, D. Children's Faces Looking Up 372.64
ALA 1979 156 PGS A
This will provide a wealth of information for enriching storytelling programs. Building the story hour information and demonstration programs are included.

LA 96384 Fitz-Gerald, C. Creative Storytelling 372.6
Leslie PR 1971 134 PGS A
A practical how to text designed to teach effective story selection and storytelling skills to library and teacher aides.

LI 95439 Shedlock, M. Art of the Storyteller 372.6
Dover 1952 A
Suggestions for selecting and for telling stories are included as well as 18 of Miss Shedlock's own favorites.

LI 97438 Ziskind, S. Telling Stories to Children 372.6
Wilson 1976 162 PGS A
By reading this text inexperienced as well as professional storytellers can develop the skill in the art of storytelling. The simple form along with the advanced techniques and procedures will be found.

PROMOTIONS CATEGORY

Grade Level K-6

Description:

To spark interest in Book Week invite a student (after collaborating with a teacher) to make a spot announcement on the intercom Monday morning about Book Week and its theme. Follow up by enlisting the art teacher's help so the students will make book marks in art with the best chosen in each grade. These best are then printed and distributed.

Submitted by: Gerry French School: Lincoln School-Davenport

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Grade Level

Description: (The Book Week Leader)

Read to the class Conford's Me and the Terrible Two which tells of the publishing by the students of a four page newspaper as a Book Week project. Let your class plan its own Book Week Leader following the suggestions in the book.

Use the format of a newspaper and include news stories and features, society and sports sections, obituaries, editorial, letters-to-the-editor, Lost and Found columns and ads (both classified and want), stock quotations, crossword puzzles, pictures and cartoons all based on books.

Begin a month before Book Week, limit articles to three or four paragraphs and layout as journalistically as possible, keep to a four page edition, distribute during Book Week, and enjoy.

Submitted by: Gerry French School: Lincoln School-Davenport

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Grade Level K-6

Description:

Bibliographies for student reading for units are much more kidable if printed on colored paper folded in thirds or halves. The addition of clip art and a space for notes adds appeal.

Bookmarks and brochures are bulletin boards in disguise. Make a transparency of a figure or two or more and use the overhead to enlarge.

Run the monthly announcement of the public library's story hours through the thermofax and duplicate enough copies for each teacher to post in the classroom. Post the original in the library!

Submitted by: Gerry French School-Lincoln School-Davenport

PROMOTIONS CATEGORY (Cont.)

Grade Level K-6

Description:

Have a contest in which students guess how many books are in the media center - a good comeback for kids who insist they've "read all the good books." Award a book to the winner.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level Elementary

Description: (Halloween Word Contest)

Contest: Individuals or groups may submit a list of words that you associate with the sights and sounds of Halloween. Use resources such as dictionaries, dictionary of synonyms, thesaurus and Halloween stories for ideas.

Prizes - 3 sizes of pumpkins for 1st, 2nd, and 3rd.

Hints - decide ahead of time if you will accept names of costumes and and brand names of candy or types of candy and what your spelling standards will be. Have students write a total at top of pages and dittoed form page helps!

(This was a popular contest - we had many entries from total classes, small groups and individuals. Winning lists had over 300 words.)

Great Book Mark Contest helped us celebrate Book Week. Prizes were posters and paperbacks. (Teachers who order through paperback book clubs can sometime get extra free posters.) Bookmarks were judged on creativity or cleverness and neatness. We had about 100 entries. Save all your publishers flyers on new books for students to use to cut out pictures for bookmarks.

Submitted by: Mary Ann Engel School: Pleasant View & Riverdale-P.V.

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Grade Level K-12

Description:

Take lots of color prints or slides during the school year which depict the variety and types of activities which take place in the media center during the year. Have a display of the prints during open house for parents during American Education Week in the fall. Have a continuous showing of the slides. Parents enjoy seeing their children "in action". The kids love it!!!!! Have the kids take their own pictures. It is a good introduction to the principles of photography. An additional plus is that parents realize that the library is more than a "check-out" place!

Submitted by: Pat Meier School: Armstrong School-Bettendorf

PROMOTIONS CATEGORY (Cont.)

Grade Level 2-6

Description:

An Open House featuring new books is held twice a year in the fall and in early spring. The intermediate grade rooms are scheduled in for a visit on Monday and Tuesday. All new books are scattered on the tables throughout the library. The bulletin boards display the book jackets. Each room meets in the briefing area for directions, cookies, and list of books. This list is a colorful folded handout arranged by call numbers. After the briefing the students browse from table to table, checking the list for future reading. If traffic control is needed, lights may be turned off as a signal for students to move to another table.

All new books are on display. The older students thoroughly enjoy the E books and the new references as well as the others. No new books are checked out at this time.

Books of interest to the second and third graders are taken to the classrooms for mini Open House. The teachers shuttle these back and forth on Wednesday and return them to the library after school. Thursday the books are shelved during the day so the students must use the call number on the book list to find the new books.

New books that arrive later in the fall are put in circulation but as soon as large shipments after the first of the year arrive, the second Open House is set.

An adaptation of musical chairs is a good traffic control so the children will move from table to table to examine the new books. Put on a recording and five-or-ten minute intervals stop the music as a signal for the students to move to the next table.

Submitted by: Gerry French School: Lincoln School-Davenport

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Grade Level K-12

Description:

A "Fall Fair" helps to advertise all the new materials in the Media Center. Teachers look over the materials while enjoying refreshments. (coffee and doughnuts) They may put reserve slips in the items they would like to borrow after the fair.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level K-12

Description:

A 1-page bulletin sent out monthly or as needed helps keep teachers informed on what's new in the media center and is more effective than faculty meeting announcements.

Submitted by: Becky Mather School: McKinley School-Muscatine

PROMOTIONS CATEGORY (Cont.)

Grade Level K-6

Description: (Candid Camera)

Occasionally take unposed snapshots of students working at various activities in the media center. Post the pictures on the bulletin board, then place them in a scrapbook later.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level K-6

Description:

Announce (over the inter-com) an all school 15 minute reading time. We do this during Book Week and the whole school carries their books with them at all time as I call it at different times each day.

(Grade Level 3-6)

Have a covered, slitted box and blank papers beside it. Children may write their guesses on the paper and drop them into the box. Award a prize to closest count.

(Grade Level 3-6)

Have children design book marks and have the best ones printed up. Award prizes for the best ones.

Submitted by: Gay Hansen School: Washington School-Muscatine

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Grade Level High School

Description:

The author pages from Reader's Digest Condensed Books make very good current author sources. They are on a page alone so they can be torn from the book and filed alphabetically in a ring notebook.

Submitted by: Roberta Lovelace School: Durant School

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Grade Level

Description:

Collect clip art in a file and use it for highlighting notes to the faculty, bookmarks, and book lists.

Submitted by: Gerry French School: Lincoln School-Davenport

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KT97689 Photo Reports Make It Happen 778.9
Kodak 1977 A
Carousel slide tray-80 color slides, script book and audio cassette taped narration. 11 minutes. This program emphasizes the importance of tailoring a presentation to the audience. You'll learn how to organize and present your report.

ME97948 Kies, C. Project Positive Image Thru PR 027.8
ALA 1978 78 PGS A
The author brings together those elements of communication theory and public relations principles most applicable to our work in school media centers.

ME97947 Peterson, R. Place for Caring and Celebration 027.82
ALA 1979 33 PGS A
The author speaks from the perspective of the teacher about the value of school media centers and of the work of media specialists in the education of children and in the total program of the school.

ME97651 Hill, D. Picture File
Gaylord 1975 140 PGS A
Talks about the value of a picture file and is a manual for establishing and maintaining a file and presents a curriculum-related subject heading list.

Weisburd, Hilda, Elementary School Librarian's Almanac. Center for Applied Research in Education, 1979. 027.82.
Provides a wealth of practical tips, techniques, and activities for planning and implementing a year-round media program.

EQUIPMENT CATEGORY

Grade Level 3-5

Description:

16mm Projector - Working with a small group (8-10 students), explain and demonstrate how to load a 16mm projector, preferably an autoloading machine.

1. Explain that it is important to know the difference between various hardware pieces and to be able to name each piece correctly.
2. Explain that the mm in 16mm means millimeter and comes from the metric system and refers to the width of the film. Compare with 35mm filmstrip, 8mm film loop, etc.
3. Show the 16mm film. Ask students to note the difference between leader and actual film. Discuss why leader is important.
4. Ask students to note square holes. Discuss why holes are present and give correct term "sprocket holes" to students. Have this term printed on a chart prior to class time so students can visualize as well as verbalize the term.
5. Begin to set up the machine. Put arms up. Explain purpose of each and rewind position of take-up arm if it needs to be moved to another position for rewinding.
6. Tell the students to use their ears as well as their eyes when loading a projector because various items "click" into place.
7. When putting reels on the arms, have students note that some reels have a square hole on one side and a round hole on the other in the center of the reel. Explain that this indicates the proper way the reel should be put on the arm. Also indicate that the size of the reel indicates the running time of the films. Have students note that the reel "clicks" into place on the arm. Have students discuss what would happen if this reel should not be securely in place when the projector is turned on.
8. Throughout the entire process, stress that proper handling and care of this equipment is necessary to insure long life and use of the equipment.

   Ask the students to indicate how much they feel the equipment and film would cost to replace. They are impressed by actual cost figures.
9. Throughout the entire process, explain as much of the mechanical workings of the projector as possible. For example, explain that there have to be at least 12 frames of the exact same image in order for us to see it on the screen. Explain purpose of sprocket cogs, lens, process of sound being taken off the film by the exciter lamp, etc. Show the sound line on the film.

EQUIPMENT CATEGORY (Cont.)

10. Once the projector is loaded, show the short film. Then go through a complete rewind and dissembling the projector for storage process. Explain why it's important to protect both projector and film from dust, finger prints, etc.

11. Have individual students take turns loading the projector.

This same process of setting up a piece of equipment for use and explaining what you are doing as you go along can also be repeated for the following:

a. slide projector
b. record player
c. filmstrip projector
d. reel-to-reel tape recorder
e. film loop projector
f. cassette tape recorder

I usually take one class period (30 minutes) and go through the complete process of setting up and taking down the projector and explaining what type of software is used on that particular piece of equipment. This also gives time for student questions. During the next two class periods, (depending upon the number of students), each student takes a turn on assembling and dissembling the projector.

After we have covered each piece of equipment, then we have a "Media Fair" for the next two to three class periods (again, depending upon the number of students and pieces of equipment). Each piece of equipment represents a station, and the students take turns at each station.

An additional benefit of this type of equipment usage instruction is that students become "experts" in the classroom and can assume some of the responsibility for helping teachers set up and care for the equipment used in the classroom.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level 3-5

Description:

When teaching the use and care of equipment, add an extra dimension of interest by having the student create the software to use with the equipment when each student practices.

For example, have the students create their own filmstrip to use with various filmstrip projectors.

Make a 16mm film and have the students use it when practicing how to load the projector.

Do the same for a slide projector by making clay lift slides.

Make clay-lift transparencies to use with the overhead.

Grade Level 3-5

Description: (Cont.)

Magazines that can be "lifted":

Sports Illustrated, Life, McCall's, Good Housekeeping, Ranger Rick, Sport, Arizona Highways, and Iowan.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level K-6

Description:

When doing a unit on close-up photography, have upper grade students make slides of books which will be used for primary story hours. In this way the slides can be projected on the screen, and everyone can easily see.

Train a few teams of upper grade students to operate AV equipment. They can save you a lot of chasing and time.

Submitted by: Jan Wolfe School: Jackson School-Davenport

* *

Grade Level 4-6

Description:

Hold certification workshops for all audio-visual equipment for grades 4-6. Groups of 5-6 students proceed to each station to see a demonstration of equipment operation and material care. Issue "operator's licenses" after the training. In following years concentrate on 4th grades and new students.

OPERATOR'S LICENSE

This is to certify that:

____

is qualified to operate
audio-visual hardware

Signed __________________________

Date __________________________

Submitted by: Becky Mather School: McKinley School-Muscatine

CAN YOU OPERATE THESE AUDIO-VISUAL MACHINES?

Demonstrate to a partner how to operate these machines.

Have your partner sign.

1. Overhead projector _____
2. Filmstrip viewer _____
3. 8mm projector _____
4. 16mm projector _____
5. Cassette recorder _____
6. Tape recorder _____
7. Opaque projector _____
8. Record player _____
9. Filmstrip projector _____
10. Videotape player _____
11. Slide projector _____

_____ _____

Your name and room number

EQUIPMENT (Cont.)

Grade Level High School

Description:

For those in charge of large numbers of pieces of AV equipment, there are numerous break downs to contend with and a way to be a little more business like in dealing with these is to use a card system for each machine. Each 3x5 card can be printed with such information as the following: location of the machine, type, make, model, serial number, bulb it uses (if applicable), value, where purchased, and a bottom part for a repair record. Here are listed where the machine was sent for repair, when it was sent, reason it was sent, date it was returned, and costs. When a machine is out of the system the card can be pulled from the files and a quick glance will tell you what machines are gone, what machines are breaking down repeatedly and for what reasons, and if a call should be made to the repairer to check on the status of a machine. With high repair costs, if a machine is breaking down repeatedly these cards can help you see which ones should be replaced. Area 9 can print the cards.

BLDG:			TYPE:		
MAKE:			MODEL:		
SERIAL:			USES:		VALUE:
PURCHASED:					
REPAIRS:	TO-	In-	Back-	Reason-	Cost-

Submitted by: Mr. Verl Lekwa School: Columbus High School

* *

Grade Level K-6

Description:

To keep track of equipment, mount a peg board on a wall near your storage center. Hang a labeled hook for each room, leaving about four holes between hooks vertically, and six holes horizontally. Make tags for all equipment, just saying for instance "record player". Obviously, as each teacher takes any equipment he or she hangs an appropriate tag on their room hook.

When we first started this, about once a month I sent notes around verifying equipment location. Now it's only necessary once every two or three months.

EQUIPMENT (Cont.)

Grade Level K-6

Description: (cont.)

It's useful to emphasize that this is to serve teachers, by making equipment available to all, to share. It also helps considerably at year's end inventory.

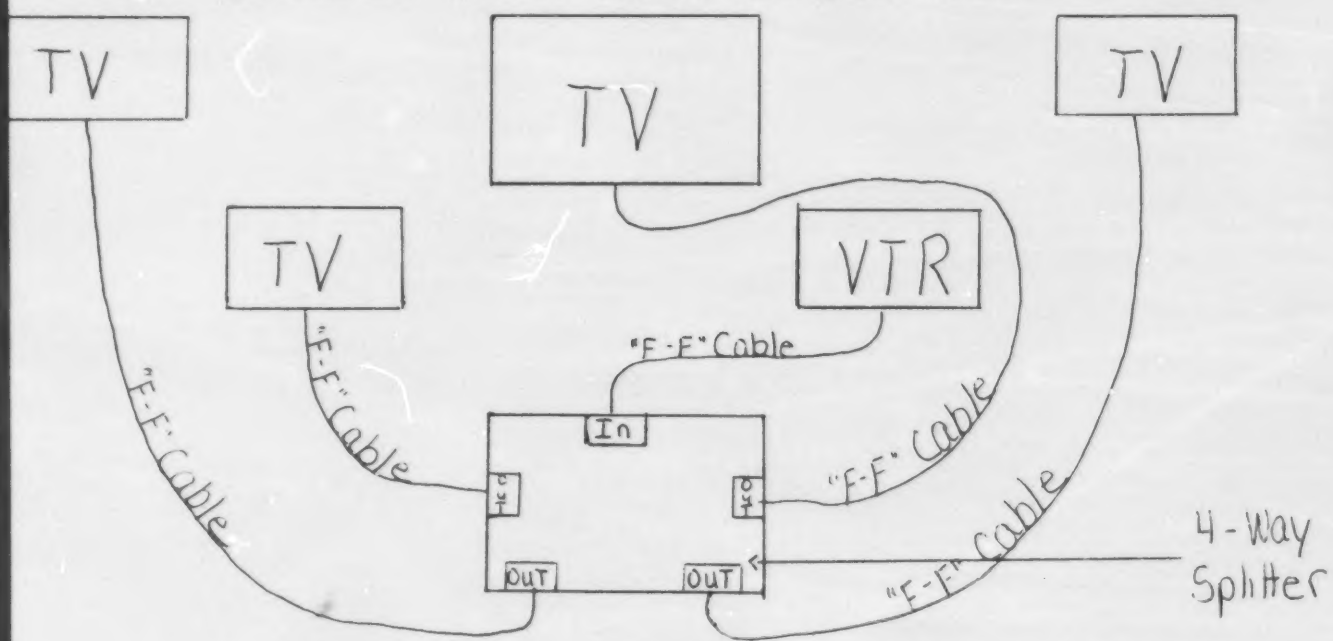
Submitted by: Beth Clemensen School: Buchanan School-Davenport

* *

Grade Level All Levels

Description:

It is possible to use TV for large audiences. You're only limited by the number of televisions available to you. One television is recommended for every 36 people.* Simply purchase an $8.00 "F" Splitter and "F to F" cables of varying lengths according to your needs, one for each TV plus one extra one. Refer to diagram to hook up your system.



*Based on using a 19" TV, seating viewers in chairs with 3'0" spacing.

Submitted by: Peg Hays School: Muscatine High School

EQUIPMENT (Cont.)

Grade Level All Levels

Description: (Filmstrip Repair)

To replace an old, tattered filmstrip leader, simply splice discarded, uncut 35mm film to the filmstrip.

Submitted by: Peg Hays School: Muscatine High School

* *

Grade Level ____________

Description: (Video Projection of Microscopic Material Onto A Television)

Pulley, James B., The Science Teacher, December 1979, p. 33.

1. Focus microscope at low power, 100 x on some brightly lit, relatively large microorganism.
2. Open the F-stop of TV camera lens as widely as possible. Light values must be controlled at the microscope.
3. Focus camera at infinity. Adjust zoom lens to widest angle.
4. Place TV camera up to microscope and adjust it so that it looks directly into the eyepiece. The camera lens and microscope lens should almost touch.
5. There now should be an image on the screen. Refocus microscope as needed and move slide to find the best view. Adjust brightness and contrast of the TV camera and monitor.

Submitted: Rocky Casini & Peg Hays School: Muscatine High School

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BIBLIOGRAPHY

KT97688 Advanced Camera Handling 771.3
Kodak 1977 A
Carousel slide tray-80 color slides, script book and audio cassette taped narration. 25 minutes. This program can help you make better pictures by showing you how to take advantage of versatility of an advanced camera. Covers features such as; interchangeable lenses, built-in exposure meters, adjustable shutter speeds and lens openings.

KT97693 Advanced Black-And-White Printing 770.28
Kodak 1977 A
Carousel slide tray-80 color slides, script book and audio cassette taped narration. 18 minutes. This slide show concentrates on the more advanced printing techniques.

ME97774 Adventures in Color-Slide Photography 770.28
Kodak 1976 A
This book is intended to show you some ways of making your color slides better and to supply some ideas that will help you find new frontiers for your color-slide camera.

KT97738 Basic Picture-Taking Techniques 770.
Kodak 1979 SA
80 slides, 16 min. audio cassette tape. Many examples and ideas to get the most from your camera and to improve the quality of the picture you take.

KT97692 Beginning Black-And-White Printing 770.28
Kodak 1977 A
Carousel slide tray-80 color slides, script book and audio cassette taped narration. 18 minutes. This program explains the basics of black-and-white printmaking, using the trial-and-correction method to make high quality prints with a minimum waste of time and materials.

KT97687 Beginnings of Photographic Composition 770.
Kodak 1975 A
Carousel slide tray-103 color slides, script book and cassette taped narration. 25 minutes. This program illustrates five major guidelines to remember when taking a picture, demonstrating that there is no great mystery about photographic composition.

ME98105 Classroom Projects Using Photography:
Part 1: For the Elementary School Level
Kodak 1975
Consists of projects ranging from early childhood through sixth grade covering such areas as language arts, reading, verbal skills, social studies, ecology, safety, occupations and memory skills.

ME98106 Classroom Projects Using Photography:
Part 2: Secondary School
Kodak 1975
Consists of projects ranging from seventh grade through twelfth grade, including such areas as English, social studies, science, mathematics geography, home economics, public speaking, social behavior, industrial arts, and music.

BIBLIOGRAPHY (Cont.)

KT97690 Pictures by Existing Light 778.7
Kodak 1974 A
Carousel slide tray-80 color slides, script book and taped narration. 20 minutes. This slide show suggests the proper films and equipment to use and gives advice on calculating exposure. It shows how you can easily use your camera to photograph the bright lights of a city, portraits by window lights, and many other dimly lighted picture subjects.

KT97691 Processing Black-And-White Film 770.28
Kodak 1977 A
Carousel slide tray 74 color slides, script book and audio cassette taped narration. 18 minutes. This simplified explanation of what happens to film during development is tailored to beginners who are about to develop their first roll of film. The program discusses and illustrates what is needed to get started, including darkroom and equipment requirements.

ME96548 Children are Centers for Understanding 371.33
ACEI Media
1973 89 PGS A
Designed to aid teachers in helping children become literate in the newer media of sight and sound technology, suggests specific ways children can be directly involved as producers, rather than consumers.

ME96303 Andersen, Y. Teaching Film Animation to Children
Reinhold 1970 112 PGS A

ME98243 Berner, Jeff The Holography Book
Avon 1980
Information from the historical development to state-of-the-art technology, from set-up to finished product.

ME98113 Cheyney, A. Video
Educational Services 1980
A handbook showing the use of the television in the elementary classroom.

ME97852 Gordon, R. Art of Multi-Image 371.33
Assoc. for MWHI 1978 132 PGS A
Multi-Image, whether viewed as an art form or as a technology, is a medium with a future.

ME97924 Hornby, G. Photographing America 770.
Kodak 1976 256 PGS A
Throughout the book, you will find specific capsules of photographic data that, taken together with the pictures themselves, give a short course in personal photography.

ME97668 Jacobs, L. How to Take Great Pictures With SLR 770.
H.P. Books 1978 224 PGS A
Written for the owner of a SLR-single lens reflex-camera, who wants to learn how to use the impressive capabilities of the modern SLR to take oustanding pictures.

BIBLIOGRAPHY (Cont.)

ME97943 Kenny, M. Images, Images, Images 778.
Kodak 1979 240 PGS A
Subtitle: The Book of Programmed Multi-Image Production.

ME98234 Latimer, Henry Preparing Art and Camera Copy for
McGraw-Hill Printing
1977
Contemporary procedure and techniques for mechanical and related copy.

ME97952 Laybourne, K. Doing the Media...Activities, Ideas 371.33
ALA 1978 212 PGS A
This book serves as a resource itself and a guide to other resources, and provides an invaluable reference for creating an expansive and enjoyable program for media education from elementary through senior high.

ME97608 Lipton, L. Super 8 Book 778.5
Straight Arrow 1975 308 PGS A
A broad approach to the lowest cost, technically sophisticated system of filmmaking, lip sync sound, film, prints, lenses, cameras, projectors and the other components and techniques you need are covered in text and photos.

ME95867 Minor, E. Techniques for Producing Visual
McGraw Instructional Media
1977 A

ME97572 Morrow, J. Media and Kids 372.1
Hayden 1977 144 PGS A
Provides theoretical discussion of the application of media concepts to education as well as creative curriculum ideas involving stage performances, print, drawing, photography, movies and television.

ME97893 Nadler, M. How to Start an Audiovisual Collection 025.17
Scarecrow 1978 157 PGS A
This book is intended to help anyone needing to start or implement audiovisual collections or services. It is for the librarian or administrator inexperienced in the audio-visual arena.

ME98063 Schroeder, Don Audiovisual Equipment and Materials
Scarecrow Press 1979
This book is intended to provide help and procedures for in-house maintenance and servicing of audiovisual equipment and materials.

ME97776 Shipman, C. SLR Photographers Handbook 771.3
H P Bks 1977 160 PGS A
Explains and illustrates the workings of single-lens reflex cameras, discussing basic procedures, lenses, exposure, lighting, flashes, filters, films and magnification.

BIBLIOGRAPHY (Cont.)

ME97896 Thomas, J. Turning Kids on to Print Using Non-Print 371.33
Libraries UN 1978 168 PGS A
This book offers a possible supplemental program for involving students in instructional graphics production that has been found, through trial and error, to be highly successful.

ME97838 Wagner, B. Making and Using Inexpensive Class, Media 371.33
Learning 1976 92 PGS A
This extensively illustrated handbook provides detailed directions for producing and constructing low-cost materials for your classroom.

REFERENCE CATEGORY

Grade Level 3-5

Description: (Dictionary Skills)

Dictionary Skills: Show the film "We Discover the Dictionary". (Booking #03049) This is available from the AEA 9 media center.

Have students watch for:
A. Uses of dictionary, including diacritical marks
B. Different kinds of dictionaries

Have students complete the following worksheet after discussing the film. See page 56.

Give directions for all four parts of the sheet before students begin.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level 4-6

Description: (Dictionary Game)

The class is divided into two teams. Each team will need a scorekeeper.

Each player must start with her/his dictionary on its spine. When the teacher pronounces a word, the players quietly open dictionaries to find the word. The first person to raise her/his hand is called upon and must answer all questions about the word in order to score. Ask page number and column first; if that is wrong, call upon a person from the other side.

Other questions to ask are: spelling, how many written syllables, how many spoken syllables, part of speech, etymology, and one meaning. If all questions are answered correctly, the person scores for her/his side.

I give harder words a point value of two points.

If a player slams down the dictionary when opening it, or if the page is torn in his/her haste (because of incorrect turning of pages), that person's team loses a point for the infraction.

Submitted by: Marilyn Overman School: Garfield School-Davenport

* *

Grade Level Junior High

Description:

As part of 8th grade instruction, our final project is to learn how to find all the available material on various topics in preparation for learning

REFERENCE CATEGORY (Cont.)

NAME _____

Dictionary Worksheet

I. Definitions: Look up the following words and write down one meaning for each word and the page on which you found the word.

1. Table (page no. _____) _____

_____

2. Car (page no. _____) _____

_____

3. Row (page no. _____) _____

_____

4. Foot (page no. _____) _____

_____

II. Pronunciation: Look up the following words and write the phonetic spelling for each word.

1. Biography _____

2. Chauffeur _____

3. Official _____

III. Spelling: Find out if these words are spelled correctly. The first three letters of each word are correct. Write the correct spelling on the blank.

1. Schedulle _____

2. Occurrense _____

3. Apollogizee _____

IV. Guide words: What guide words are found on the following pages? Write both down in the blanks provided.

1. P. 275 _____ _____

2. p. 19 _____ _____

3. p. 498 _____ _____

4. p. 82 _____ _____

5. p. 501 _____ _____

REFERENCE CATEGORY (Cont.)

Grade Level Junior High

Description: (Cont.)

to write research papers in high school. I make out a required list - as so many encyclopedia references, so many non-fiction books - ditto for magazines, vertical file, all forms of AV materials. They must give bibliographical information on each item according to the form I give and must use certain required indexes and card catalog. Double points for items above the required and double points for learning about and doing bibliography of their findings. Only once did this project fail to arouse interest and I felt it a good review on all phases of our instruction.

Submitted by: Elsie Corey School: Louisa-Muscatine Schools

* *

Grade Level _____

Description:

Parts of this unit may be used at various grade levels from about second or third grade on.

Choosing a topic
Locating information
Notetaking
Outlining
First and second draft
Bibliography
Covers
Pictures and diagrams

Notetaking in simple phrases may be taught by using paragraphs from easy non-fiction paperback books from the dime store. Ex.-ones on dinosaurs Just cut them apart paragraph by paragraph and laminate. (You'll need two copies for backsides of pages) Child may begin by just writing down or saying what main idea of paragraph is. Next, write briefly what most interesting things to know might be. (Limit this to not more than two or three facts per paragraph.)

Also may use paragraphs from old social studies or science texts typed on primary type and used as transparencies on overhead for class exercises to do together.

Submitted by: Lois Miller School: Wilson School-Davenport

NOTETAKING

How to find information

Where to look

1. Non fiction-main class
2. Card catalog-subject
3. Encyclopedia
4. People who know
5. Go and see for yourself
   - Filmstrios
   - slides etc.
   - museum
   - art gallery

Assemble material to study

Pictures - taken or drawn

Read to gain information

Then take notes

1. Number your notes
2. Keep notes brief
3. Try to pick most important ideas, paragraph by paragraph
4. Use your own words

OUTLINES

Kinds:

1. Work outline
2. Paragraph outline
3. Topic outline
4. Sentence outline

A short simple outline is often used in giving a short report or talk. It helps you organize your thoughts in an orderly way.
The topic outline is the most common type used for formal reports.

SAMPLE OUTLINES

Work outline

1. Decide on main ideas
2. Write words or phrases to tell more about main ideas
3. Practice the talk
4. Give talk in class

Paragraph outline

The Alligator

A. Description
B. Home
C. Food
D. Their young
E. Unusual habits

OUTLINES

Sample outlines

Topic Outline
follows a very definite system
Title

I Main Heading
A. Subhead
1. Sub-subhead
2. Sub-subhead
B. Subhead
II Second main head

There should be at least two main heads in any of these outlines. Also, any sub-head or sub-subhead must have at least 2 parts.

The Alligator

I Description
- A. Size
- B. Color

II Home
- A. Where lives in world
- B. Kind of land lives on
  1. Vegetation
  2. Swampy

III Food
- A. Where gotten
- B. Kinds
- C. How gotten

IV Their young
- A. Appearance
- B. How born
- C. Care

V Unusual habits

OUTLINES
Sentence Outlines

Why Be A Coin Collector?

I Coin collecting is a hobby people of all ages and both sexes can enjoy.
  A. It satisfies the collecting urge of young people.
  B. It provides an entertaining pastime for older people.
  C. It is an interesting hobby for those who are ill or disabled.

II Today the number of coin collectors in this country reaches into the millions.
  A. Many people have been collecting for years.
  B. Each day, probably as many as a thousand new people begin to collect coins.

WRITING A REPORT

1. Choose and limit your subject.
2. Locate information.
3. Read and take notes.
   note cards
   no note cards
4. Sorting notes and making formal outline
5. Write first draft.
6. Revise draft
7. Make final copy

   Final copy may include
   1. Title page
   2. Outline
   3. Bibliography
   4. Pictures or diagrams
   5. Notes if teacher wants
   6. Cover

BIBLIOGRAPHY

1. Is a list of books on a topic.
2. Used to verify and support statements made in a paper or report.
3. Is a record of sources of information.
4. Is out in alphabetical order according to author's last name, or if no author, according to title.

BIBLIOGRAPHY HELPS

1. A bibliography is a list of books about a topic. It is arranged in alphabetical order according to author of main entry.

2. Bibliography entries include the following items:

   author
   title — for books
   publisher
   publication date

3. The sample below includes:

   a. a book
   b. a magazine
   c. an encyclopedia

Hogner, Dorothy Childs. Earthworms. Thomas Y. Crowell. 1953

Morris, N. "In The Ground". Ranger Rick's Nature Magazine. May, 1969.

The New Book of Knowledge, Vol. 5.

Use this block form. This is a simplified version often used for grade and junior high boys and girls.

Encyclopedias are listed by title and volume number.

SAMPLE BIBLIOGRAPHY

Blough, James. Birds and Their Young. Peterson. 1964

Britannica Junior. Volume 2, 1973

James, Leon. "Birds and Their Habits." Ranger Rick's Nature Magazine. October, 1972.

Zim, Herbert. Birds. Morrow, 1968.

REFERENCE CATEGORY (Cont.)

Grade Level 4-5-6

Description:

This idea ties together the use of several different reference books: the geographical dictionary, the almanac, and the atlas. It brings out the importance of verifying information with more than one source as well as checking the age and reliability of information found within these reference sources.

After introducing and explaining Webster's Geographical Dictionary (c1969), the students are asked if Bettendorf could be found in this source. Of course, we look it up and do find it listed. (Make sure that you have transferred this information to the overhead prior to class so all students can see the information.) Read through the information listed. Have students locate abbreviations. Point out the list of abbreviations at the beginning of the volume. Ask the students to verify the information for accuracy. There are two facts in the Bettendorf entry that are inaccurate. First, it states "Bettendorf.... 5 miles east of Davenport." This leads to a discussion of city boundaries that are adjacent. The population figure listed is 11,534. Students do not believe this figure is correct. So, we check the copyright date and find the book was copyrighted in 1969. This leads to a discussion of the census and the fact that the 11,534 population figure is from the 1960 census and is, therefore, nine years older than the copyright date of the geographical dictionary. The question to be answered then: where can we find the current or most recent population figure. This leads us to the almanac. Discuss the need to use the index in the almanac in order to locate information. Have the class suggest topics to look up in the index. Point out that subtopics will also need to be used under main topics in the index. Suggested topics to look up in the index include: "Iowa--Population," "Cities and towns--Population," "Population, U.S.--Cities by states," and "Bettendorf" (will not be found--too specific, but still good for students to find this on their own).

At this point, Webster's New Geographical Dictionary (c1977) is introduced. Again, we verify information and check for accuracy. Cross check the latitude and longitude with an atlas. You can also compare population figures included in an atlas with those found in the geographical dictionaries and the almanacs.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

REFERENCE CATEGORY (Cont.)

Grade Level 6

Description: (Biography Project)

Students choose a book from the biography section. They take notes on 3x5 cards while reading the book. Notes are taken in the first person and the student takes on the identity of the biographee. The student dresses up as or constructs an item that is a clue to his/her identity. The presentations are given to the class and other class members run the video tape.

Submitted by: Mary Meehan School: Buffalo School-Davenport

* *

Grade Level 4-6

Description: (Money Interest Center)

Make an extensive list of different types of currency. Have the students identify the country that issues each type. Use almanacs, encyclopedias, etc.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level 4-5

Description:

Create a learning center on indexes by using actual pages from indexes in books.

Prepare a cassette tape explaining indexes and directing students to check samples found in the learning station.

Photocopy pages of the index found in various reference and nonfiction books.

Adhere these pages to pieces of 18" x 12" oaktag or railroad board.

Label various parts of the index page and explain briefly.

Across the bottom or to one side of the paper, ask three or four questions that can be answered by using this index page. Answers to the questions are put on the back.

Students can independently complete this activity or it can be used with a small group. If working with a group, have students exchange cards when they have completed one.

See sample set up on following page.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

Index Learning Station

Main entry
Usually in bold black print, alphabetical order

-564-

Bell, Alexander
Birthplace, 26-28, 30
Invention of telephone, 34-37, 39, 40 (illustration)

Blood
Bank, 64-67
Clots, 71, 73, 77

See also Blood Pressure

See Also means there will be more information about Blood found under the topic "Blood Pressure"

Questions

1. How many pages of information are there about blood banks?
2. On what page will you find a picture of Mr. Bell's invention of the telephone?

(Check your answers on the back)

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY

Grade Level ____________________

Description: (Dewey Baseball)

Choose teams. Appoint a scorekeeper and an umpire for each team. Also timekeeper. Umpires play, the scorekeepers do not.

There are no strikes -- only OUTS, HITS and RUNS.

Each player is given choice of single, double, triple or home run.

Single is 15 sec., double is 30 sec., triple is 45 sec., and a home run is 60 sec.

If question is not answered in time allotted, it is an OUT.

Advance bases as hits occur. Most singles win.

Use Guinness Book of World Records, World Almanac, the card catalog, library information questions, Jr. Book of Authors, Biographical Dictionary, or any other reference book for your source of questions. The children at Garfield especially like to use the Guinness.

SAMPLE QUESTIONS:

15 seconds: What is an alphabetical list of subjects in a book called? (index)

30 seconds: Go to the card catalog and find title of any fiction book on sports.

45 seconds: How much area does Orlando, Florida take up? (Use 1975 World Almanac) p. 635 - 30.1 sq. miles.

60 seconds: What is the oldest recorded tree? Age? (1977 Guinness) p. 118 - bristlecone pine, 4,600 years.

Submitted by: Marilyn Overman School: Garfield School-Davenport

* *

Grade Level 5-6

Description: (Book Arrangement)

Each student takes one book spine (copied on strips of construction paper). The students are divided into teams and compete to see which team can get itself in order first. The team that finishes first holds up its spines to be checked. If an error was made, the teams continue to compete.

Submitted by: Becky Mather School: McKinley School-Muscatine

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY (Cont.)

Grade Level 3-4

Description: (Locating Books)

After card catalog instruction: each child receives a book jacket and is to locate the book on the shelf. This leads to the card catalog for the call number, then to the shelf for the book.

Submitted by: Becky Mather School: McKinely School-Muscatine

* *

Grade Level 3-4

Description: (Call Numbers)

After discussing the construction of call numbers for fiction books and their arrangement on the shelves, each student makes up a title for an imaginary fiction book giving it the call number with his own name. Then arrange these "books" as they would appear on the library shelves.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level 4

Description: ("We Are the Authors")

Long range activity introducing the following topics:

a.) Recognizing Fiction/Nonfiction
b.) Fiction call numbers
c.) Shelving fiction
d.) Recognizing Subject, Author, Title, Catalog Cards
e.) Locating correct drawer in the card catalog

1.) After discussing the differences between fiction and nonfiction, each student makes up an obviously fictional book title and uses his/her own name as author.
2.) Each student makes a book cover including title, author and an illustration.
3.) Students add call numbers.
4.) Students arrange covers as they would be organized on a fiction shelf.
5.) Students make simplified catalog cards (subject, title and author) using their call number and top line only of their card.
6.) Students alphabetize their cards and place in a file on display with their covers.

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY (Cont.)

Grade Level 4

Description: ("We Are the Authors"-cont.)

7. A "which drawer" worksheet can be made using their names, titles and subjects.

Older students can design a book jacket after writing "blurbs" about the author and the plot for the flyleaves

Submitted by: Leita Vinard School: Perry School-Davenport

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Grade Level 4-5

Description: (Dewey Decimal Numbers)

After studying the arrangement of decimal numbers and having practice worksheets for arranging decimal call numbers each student chooses a shelf in the nonfiction shelves. After choosing it the student arranges it in "perfect" order. This means the teacher first needs a list of the first call number of each shelf or must have shelves numbered and then keep a record of who is doing which shelf. This can be done 2-3 times at 2-4 week intervals before the student changes to another shelf or until the project is finished.

Submitted by: Elna Williams School: Hayes School-Davenport

* *

Grade Level 3 -4

Description: (Card Catalog)

After introducing the card catalog, third graders are given this type of practice to reinforce the lesson.

E	Where the wild things are!
SE	Sendak, Maurice
	Where the wild things are!
	Harper, c1963
	unp. illus.
	Max travels to the land of the wild things.

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY (Cont.)

Grade Level 3-4

Description: (Cont.)

1. What kind of catalog card is this? ________
2. Does this book have an author? ________
   If so, what is his name? ________
3. Who is the publisher? ________
4. How old is this book? ________
5. Circle the call number.
6. What kind of book is this? ________
7. Underline the copyright date.
8. How many pages does this book have? ________
9. Does this book have pictures? ________
10. Does this book have an annotation? ________
    If your answer was yes, draw a box around the annotation.
11. What is the title of this book? ________
12. Which drawer of the card catalog would you find this card in?
    ____

Submitted by: Pat Meier School: Armstrong School-Bettendorf

* *

Grade Level 4

Description:

E Taylor, Mark
Tay Henry explores the mountains. Illustrated by Graham Booth. Atheneum 1975

48 p illus

Intrepid explorers, Henry and his dog, Angus, tackle the wild, untracked mountains they have seen on travel posters. They encounter a "wolf" and an "avalanche" and spread the alarm for a fire.

H.W. Wilson

1. Call number ________
2. Author's name ________
3. Title of the book ________

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY (Cont.)

Grade Level 4

Description: (Cont.)

4. Publisher's name ______
5. Copyright date ______
6. Number of pages ______
7. What's exciting? ______
8. Is there an annotation? ______
9. Who made the card? ______
10. What book do we have by this author? ______

Submitted by: Marilyn Overman School: Garfield School-Davenport

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Grade Level ______

Description: (Card Catalog)

1. To aid in putting drawers away in the card catalog we number the drawer and the drawer opening in the frames using labels made with a label maker.

2. After finishing a unit on the card catalog I have 3 questions on a file card for each drawer in the card catalog. There is a question for locating information using an author card, a title card, and a subject card. I have the answers on another file card that they can get to check themselves. When they finish they leave the file card with the drawer and get another drawer. We usually leave the drawers out on the tables as we move around answering the questions for the different drawers.

Sample C-CL Drawer

1. What is the title of a nonfiction book on the history of clocks?
2. Most of Bennett Cerf's riddle books have what call number?
3. Who wrote the book The Case of the Hungry Strangers?

Submitted by: Barbara Whisler School: Grant/Garfield-Muscatine

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY (Cont.)

Grade Level 5

Description: (Special Investigator)

Your subject is _____

What do we have in our Media Center about this subject? List all kinds of Media we have on your subject (cassettes, filmstrips, filmloops, records, etc.)

_____

Choose one book on your subject and answer these questions from the catalog card:

Call number [ ]

Title _____

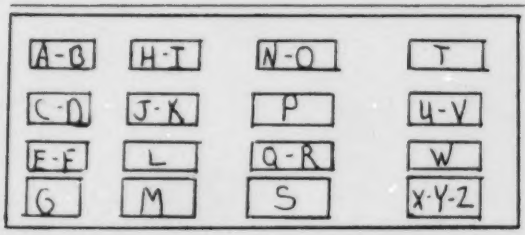
Author _____

Publisher _____

Copyright _____

Pages _____

_____



In what drawer would you look up?

And now Miguel _____

20,000 Leagues Under the Sea _____

Robert McCluskey _____

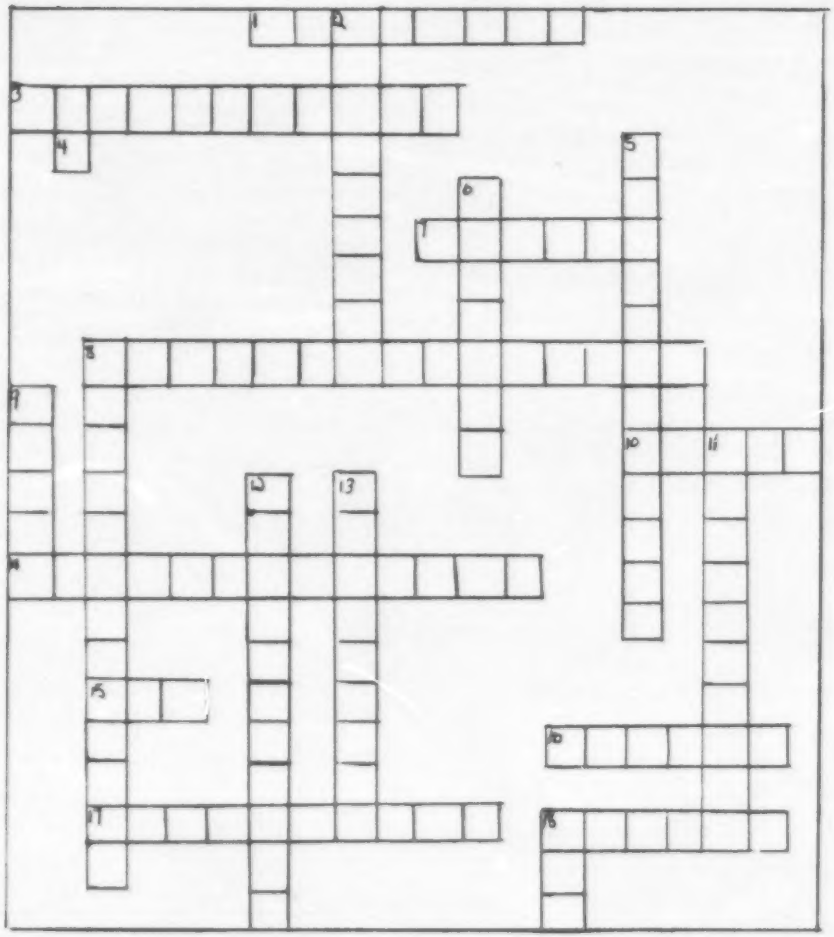
The Shaman's Last Raid _____

Johnny Appleseed _____

If you see this	Think this
Dr.	_____
Mr.	_____
20,000	_____
Mc	_____
St.	_____

Submitted by: Marilyn Overman School: Garfield School-Davenport

Grade Level 6



Across

1. You know the kind of card by looking at the _____.
3. Upper left corner of card. (2 words)
7. Last name first.
8. If a card says "see" or "see also", it is a _____.
10. Name of a book.
14. Alphabetical helps in drawers.
15. Ignore this word at the beginning of a title.
16. Dr. spells _____.
17. Short explanation of book on card catalog card.
18. Look up Mr. this way.

Down

2. Company who makes the book.
4. Ignore this word at the beginning of a title.
5. Lists all things in the Media Center.
6. Capital letters at the top of the card tells you it's a _____ card.
8. Always comes after the publisher.
9. unp. means _____ .
11. 21 is really _____.
12. Draws pictures.
13. Wizard before Wizards because of the "____" before something rule.
18. Mc is always filed as if it were spelled ____.

Submitted by: Marilyn Overman School: Garfield School-Dav.

77

DEWEY DECIMAL SYSTEM AND CARD CATALOG (Cont.)

Grade Level 2-3

Description:

Give each child a full set of catalog cards. Then discuss the differences. Have the children identifying special parts of the card and card set.

Submitted by: Gay Hansen School: Washington School-Muscatine

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Grade Level 3

Description:

In teaching the use of the card catalog to third graders, I do the following activity after initial introduction to types of cards and location of author, title, call number, illustrator, publisher, copyright date, number of pages, annotation, etc.

1. Take file folders and label each folder to match the letters of each card catalog drawer in the library.
2. Fill the folders with 8-12 book jackets that match the letter either by title or author. Make two sets of folders: one for titles, one for authors.

   Example: Title A-Am
   Author A-Am
3. Activity: have children locate the title (or author) cards to match each book jacket. Each student works with one folder and one card catalog drawer at their table. When they have found the card, you check it to make sure it is the right one. Then ask one or two quick questions about the card (Examples: How many pages, what is the call number? etc, always varying the questions). Then have the students locate the book on the shelf after you have checked them. (If several have found their cards at the same time, have them locate the book, and then you can check both book and card at the same time. Have them replace the book on the shelf when finished. If they cannot find the book, have students show you the general section in which they were looking so you know they were on the right track. Then, too, you can quickly survey the shelf, see if the title is there, and have them persevere until they find it.)

I really like this activity as it pulls together several elements such as use of guide cards, letter and word alphabeting, prolific authors who have more than one card in the catalog, abbreviations, use of shelf labels in library for location of materials, fact that particular title you are looking for may be checked out, and that not all books are in their exact place on the shelf.

DEWEY DECIMAL SYSTEM AND CARD CATALOG CATEGORY (Cont.)

Grade Level 3

Description: (Cont.)

With this activity you can do individualization and on-the-spot remediation and help if necessary in the use of the card catalog. I am primarily interested in the student's ability to transfer information from card catalog entry to location on the shelf.

The activity works with groups ranging up to 15 for one person to handle. Above that number, get help or have students work in pairs. Repeat the activity as many times as you feel necessary. Always with the stipulation that they not do a folder they have had previously.

At the end of the first session, it is very profitable to take 10-15 minutes to "wrap up" what you have done. Identify problems and/or successes students have had, i.e., perhaps someone put their card catalog drawer back in the wrong place, could not find a book that was out of place, etc.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

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Because ours is truly a multicultural nation, every child has "roots" in another heritage just waiting to be tapped. This book helps middle and upper graders discover these roots while they master the basic skills of library use and research.

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ALA 1978 230 PGS A
This book is designed to bring together many concepts which will assist the library media specialist in presenting creative and innovative library media center instructional activities.

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Acropolis 1973 162 PGS A
Sets of library skills exercises for each level are presented with guidelines for their organization and administration.

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ALA 1979 56 PGS A
This booklet presents information on how the work of the media specialist fits into some accepted definitions of teaching, the specific teaching functions of school media specialists, and with evaluative procedures.

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An instructional program for elementary and middle school students.

POTPOURRI ACTIVITIES CATEGORY

Grade Level 4-5

Description:

As a change of pace for the fourth and fifth graders, I have used a series of library projects. Each student is given a list of five or six projects from which to choose. We discuss each proposed project on the list before the students decide. Students may work together or individually. I usually allow a three to four week time period for completion of the project--depending upon the class schedule. You can alter the directions to be as simple or as explicit as your situation requires. When students make books, such as cookbooks, joke books, craft books, etc., we usually add their projects to the library collection. Students like seeing their projects enjoyed by others. All completed projects are displayed in the library for the students to enjoy. Below is a sampling of some of the projects:

1. Look two authors up in the biographical dictionaries. Make a short report on the life of your authors, including when and where they lived, some of the books they have written, and the title of the biographical dictionaries where you found this information. Write to each of your authors. Make the letter a personal, friendly note. Write both letters and discuss with me before recopying and sending. Stamps will be provided.

2. Read a nonfiction book that is at least 100 pages in length. Make sure your book is approved by the librarian first. Then use the book report form for your written report and draw two pictures about the book to illustrate your book and to share with the class.

3. Read a fiction book that is at least 125 pages in length. Make sure your book is approved by the librarian first. Prepare an oral book report to be shared with the class. Your oral book report should include one drawing to illustrate a portion of the book you thought was exciting and also the reading of one short exerpt from the book.

4. Make a craft book for the library. Your craft book should have five different types of how-to-do-it projects. Use one sheet of paper for each project. Use 3 or 5 holed-lined notebook paper to write the projects on. Make a construction paper cover for your book. Make a bibliography for your book. Make one of the projects in your book to show when sharing your craft book with the class.

5. Examine copies of five different magazine titles. Fill out the magazine report form for each title. Magazine titles should be chosen from those magazines subscribed to by our library.

POTPOURRI ACTIVITIES CATEGORY (Cont.)

Grade Level 4-5

Description: (Cont.)

6. Make a cookbook for the library. Your cookbook should have at least 10 recipes in it. You may have more if you wish. Recipes may be collected from books at home, in the library, and in magazines. Note the sources of each recipe. Use one sheet of paper for each recipe. Make a table of contents or an index for your recipes. Make a construction paper cover for your book.

7. Make a riddle box for the library. Your riddle box should contain at least 30 riddles. Each riddle should be on a separate piece of paper, with the answer on the back. Decorate your riddle box. Ten riddles should come from magazines, ten riddles should come from books, and ten riddles from any source of your choice. Put the source of your riddle under the answer. For example, Child Life, January 1975.

8. Make a book for the library by writing an original story or doing a report on a topic of your choice. The story or report should be six pages in length. Discuss the topic of your report with the librarian before starting. Your book should include the following features: Half title page, full title page, table of contents or index. Make a construction paper cover.

9. Make a game book for the library. Your game book should have at least 15 games in it. You may have more if you wish. Games may be collected from books at home, in the library, and in magazines. Use one sheet of paper for each game. Note the source of your game on the back of the paper. Make a table of contents or index for your game book. Make a construction paper cover for your book.

10. Draw six posters on topics of your choice. Each poster should illustrate one specific item about the topic. Each poster should have only one central theme or idea. Posters should be done in two or more colors. Draw a sketch of your poster ideas and discuss with the librarian before starting.

11. Make a report on the Caldecott Award. Read at least 7 Caldecott winners. Give an oral report to the class on the Caldecott award. (a committee of three people will work together on this project.)

12. Create a filmstrip for the library on one of the following subjects. Make a taped narration to go with your filmstrip. Filmstrips should be approximately 25 to 30 frames in length. Subjects: Fables, Halloween, animals, interpret a song or poem, holidays, Mother Goose and nursery rhymes, insects, fish, stars, planets, or a book you have read.

POTPOURRI ACTIVITIES CATEGORY (Cont.)

Grade Level 4-5

Description: (Cont.)

13. Plan a series of six clay-lift transparencies that illustrate or describe a topic. All six transparencies must relate to one subject. Discuss your topic with the librarian before starting.

14. Make a poetry book for the library. Choose a theme around which to organize your poems, such as holidays, seasons, or any other theme of your choice. Note the source of your poems on the page. You may want to illustrate some of the poems in your book. Make a title page, table of contents, and a construction paper cover for your book. There should be at least 15 poems in your book. You may include more if you wish.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

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Grade Level ____________________

Description: (Individualized Activities)

When working on a library related activity in the media center, there invariably are students who are fast workers and finish early. To keep them constructively occupied while waiting for others to finish or as an individual activity at any time, I have the students write a library word on a piece of paper and then challenge the students to make as many words as possible from them. It is also very challenging when you make a contest out of it that extends over the entire school year. Individuals or groups can work together to challenge the top total.

Words must be verifiable in the dictionary. This is a good motivational activity for all ability students.

For example, in our building, "Dictionary" has a record of 305 words set by two students who spent a weekend looking through the dictionary to find words.

Use the library word which relates to the skill you are working on.

The students of Armstrong would be willing to challenge or exchange word lists with other elementary buildings.

Submitted by: Pat Meier School: Armstrong School-Bettendorf

POTPOURRI ACTIVITIES CATEGORY (Cont.)

Grade Level ____________________

Description: (Magazines)

Magazines provide a wealth of material--particularly games which can be used in the library.

Look for word games, scrambled words, fill in the blanks, matching, etc.

Use chart size paper (18"x24" or larger) and transfer games onto the paper and display in the center on a bulletin board or blank wall. Students like to stop and browse and then solve the puzzles. Encourages students to read magazines. Change the puzzles frequently.

Good magazine sources for puzzles: Wee Wisdom
Jack and Jill
Child Life
Young World
Children's Playmate
Ranger Rick

Submitted by: Pat Meier School: Armstrong School-Bettendorf

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Grade Level K-6

Description: (Brain Bank)

In a container (such as a free Baskin-Robbins ice cream drum) keep mimeographed crosswords, brain teasers, etc. for kids to take. This is fun, educational, and helps eliminate the desire to write in magazine puzzles.

Submitted by: Becky Mather School: McKinley School-Muscatine

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Grade Level 4-6

Description: (Relay Shelving)

To practice shelving books. Prepare by pulling out books from one shelving section (Easy, Fiction or Nonfiction). Mix in a few from other sections to see if students will note and ask for books for section you're working on.

Divide class into two teams. Pass out books. Check to make sure all are from target section.

Say GO! As students shelve books, librarian checking. First team to finish wins.

Submitted by: Beth Clemensen School: Buchanan School-Davenport

POTPOURRI ACTIVITIES CATEGORY (Cont.)

Grade Level _____

Description: (In The Library)

I C A S S E T T E S N T Y

Y A H U A I E L I H B R R

H R A R T A B L E E Y Y A

P D O L L H O U C L D R N

A C E A A N O F I V E E O

R A N D S M K R A E W F I

G T N T C E J B U S E E T

O A I D E M Y T P S Y R C

I L H I E N G A S E T E I

B O O H E S P A M G L N D

P G L O B E K R I A H C Y

T H G I R Y P O C P O E U

Card Catalog
Cassettes
Shelves
Media
Title
Book
Subject
Atlas
Globe
Pages
Newspaper
Reference
Table
Desk
Author
Copyright
Chair
Dictionary
Maps
Dewey
Biography

The message from the letters not used is:

Submitted by: Darlene Rossmann School: Preston School-Preston

POTPOURRI ACTIVITIES CATEGORY (Cont.)

Grade Level Junior High

Description: (Library Expert Bowl)

To review for a library skills test we patterned this activity around the High School and College Bowl.

We divided our 10 sections of students into 2 groups per section. Each group chooses 4 people to represent them on a panel to compete with the other 4 member panel. The rest of the students were used as judges, scorekeepers, timers and "rooters". Each panel chooses a captain at their table. The panels were provided with a bell (the kind you press) to indicate they knew the answer. We had "toss up questions" that either teams could respond to (by ringing the bell) and then if properly answered they received a bonus question. The team with the most points were given a "Library Experts" pin in our school colors and school name. Pictures were taken of each group and used later in a Library Bulletin Board. Each class was advised the questions used were on the test (to be given later) and to listen to questions and answers for a good review. Kids enjoyed this very much! A Bulletin Board was made previous (2 weeks) to our Library Bowl to create interest in the activity.

Submitted by: Norma Whipple School: North Scott Junior High

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Grade Level 6

Description: (Library Floor Plan)

Sixth graders are very blasé about studying the floor plan in the fall, feeling it's kid stuff.

In order to review the important parts of the library, we use a "Treasure Hunt" approach. Clues are given to an important part of the library, then students are told to write one of two things on a certain line for answers, depending on what they see.

If correctly done, a final message is formed: You have just taken a tour of the Buchanan Library. I hope you have enjoyed it.

1. Go to the place where you check-out and return books. The librarian also sits there. If you see a picture of two detectives write "You have just" on the first line on the back of this paper. If you see an elephant write "I have".
2. Go to the shelves where new things come every month and are put in plastic covers. If you see a plant on top write "America" on the fourth line. If you see lots of boxes write "of the".
3. Go to the place where there are five sets of books. If you are by a door write "Buchanan" on the fifth line. If you are by a window write "hopeful" on the fifth line.

POTPOURRI ACTIVITIES CATEGORY (Cont.)

Grade Level 6

Description: (Cont.)

4. Go to the index of the library. If it is light brown write "taken a" on the second line. If it is on a shelf write "laughter".
5. Find the true books. If they're by a clock write "turn on the lights" on the seventh line. If they're by a movie screen write "I hope you".
6. Find a place where four people can sit together but be apart. If it has four legs write "please" on the sixth line. If it is in a corner write "library".
7. Go where little kids go in the library. If there are 12 shelves write "tour" on the third line. If they have less or more than 12 shelves write "mixed-up".
8. Find the shelves where the story books are. If they are on the west wall write "look again" on the eighth line. If they're by a clock write "enjoyed it".

RETURN TO YOUR SEAT WHEN DONE.

Submitted by: Beth Clemensen School: Buchanan School-Davenport

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POTPOURRI PROCEDURES CATEGORY

Grade Level _____

Description:

An interest arouser has been for 8th grade survey classes on about their first day in the high school library to locate items on their own. I give about 20 different ones - they have to write down location. Since the only pencil sharpner is in an out-of-the-way place (not by my choice) this one always creates interest.

Submitted by: Elsie Corey School: Louisa-Muscatine Jr. High and High School

* *

Grade Level K-6

Description: (Typewritter)

Obtain an old typewriter (it doesn't have to work perfectly) for use by kids only. Supply scratch paper for it.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-6

Description: (Overdue Books)

If overdue books are really a problem - have a drawing for each class that has no overdues for a set period of time. The winner gets a small prize such as a paperback book, a poster torn from a magazine, etc.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-6

Description: (Puppets)

Establish a puppet collection to circulate. Washable knit puppets are the most servicable. Place each puppet in a plastic bag to take home.

Submitted by: Becky Mather School: McKinley School-Muscatine

POTPOURRI PROCEDURES CATEGORY (Cont.)

Grade Level K-6

Description: (Reading Tub)

If you can obtain an old bathtub with feet, carpet the inside and throw in a few pillows. Paint the outside with colorful flowers, etc. The tub can then be used as a place for reading or listening.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-6

Description: (Citizenship Award)

To encourage children to be good library users, each week award a certificate to the group you rate as the best library users. During their library period each group is checked on items such as putting chairs away, using the library quietly, etc., on a scale of 1 to 3. The group with the highest score that week receives a certificate.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-6

Description: (Dog House)

Using a large cardboard box (from a refrigerator, file cabinet, etc.) create a dog house. Remove 2 flaps opposite each other and form a peaked roof with the remaining two. Cut a door and windows and paint to resemble Snoopy's house. Furnish with a rug and pillows - a cozy hide away for reading. It could also be constructed out of wood.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-12

Description: (Garage Sales)

Many useful items can be purchased at garage sales for your library: framed art, records, cassettes, books, games, puzzles, hardware (projectors and typewriters for student use), and supplies, such as scissors, markers, construction paper. Make sure the cost is low enough that you can stand the loss if the item turns out to have a hidden flaw. This won't happen often if you're careful. Make sure it works before you buy it.

Submitted by: Becky Mather School: McKinley School-Muscatine

POTPOURRI PROCEDURES CATEGORY (Cont.)

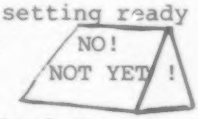
Grade Level K-6

Description:

Plastic vegetable bins make shelving of paperbacks easy. Label each bin with adhesive letters spelling out the subject of its books: horses, mystery, adventure, biography, humor, sports, puzzles, science, etc. Place bins on island, tables or window counters. A bin labeled Iowa Choices holds clothbounds, too.

****

To prevent eager students from getting into materials setting ready for skills lesson, place tagboard tents on them which read:



Submitted by: Gerry French School: Lincoln School-Davenport

* *

Grade Level K-6

Description: (Record/Study Print Storage)

We used to store study prints sideways in a metal case, rather like super skinny books. When the case became too crowded, we started using cardboard boxes and filing as in a file case (large, flat-side toward user). We also decided to interfile records, to eliminate another separate place to look for materials. This has been very well received by teachers as easier to use. We hope to replace the cardboard boxes with wooden ones soon.

Submitted by: Beth Clemensen School: Buchanan School-Davenport

* *

Grade Level K-6

Description:

Keep a file handy in which kids fill out a simple form on books they particularly enjoyed - so others can browse through the opinions of their classmates.

FICTION BOOKS

A SUPER FANTASTIC BOOK

Title ____________

Author ____________

Remarks ____________

____

My name ____________ Grade ______

NONFICTION BOOKS

This book was:

A. Helpful
B. Interesting
C. O.K.
D. ________

Title ____________

Author ____________

Remarks ____________

____

My name ____________ Grade ______

Submitted by: Becky Mather School: McKinley School-Muscatine

POTPOURRI PROCEDURES CATEGORY (Cont.)

Grade Level K-6

Description:

Tape spines on all special books with certain colored tape. Examples - Caldecotts - orange tape, Newbery - yellow tape, Mystery books - green tape, Iowa Children's Choice - brown tape, etc. Also I house all Iowa Children's Choice books in one specific place.

Cat books - pink tape
Dog books - blue tape
Horse books - red tape
(Commonly asked for books)

Submitted by: Gay Hansen School: Washington School-Muscatine

* *

Grade Level K-12

Description: (Picture Spine Labels)

Demco or Bro-Dart picture spine labels are great for the fiction collection. Kids can easily find their own horse, dog, mystery, science fiction, etc. stories.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level K-12

Description: (Paperback Exchange)

Each student receives a ticket for the paperbacks he brings to the exchange. He then may exchange tickets for books. The librarian may provide extra books. Classes can be scheduled to come to the exchange by drawing lots. Students could bring their own books a day before the exchange takes place to cut down on confusion.

Submitted by: Becky Mather School: McKinley School-Muscatine

* *

Grade Level any level

Description:

For the busy librarian who buys new books at one time, and wants the students to be able to check them out as soon as possible, but cannot find time to file the cards right away:

POTPOURRI PROCEDURES CATEGORY (Cont.)

Grade Level all level

Description: (Cont.)

Process the books for the shelf with cards and tabs as quickly as possible, but keep them all on a book truck or area separate from the rest of the books until the cards have been filed. Then you can check them out as you would the older books, but keep filing them back in this same area when the students return them. This way it is easy to spot what books are new to the library, and they won't get lost on the regular shelf, waiting for the cards to be filed. So many times the children notice the new books before they are processed and they remember the name of the book only, but until the cards are filed, there is no way to find it on the shelf. This gets the books in the children's hands quicker.

Submitted by: Mrs. Judith (Judy) Costas School: Nichols School-West Liberty

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Grade Level Jr.-Sr. High

Description:

Check out for books is easier when all books are due on Fridays. Depending on the day of the week that the book goes out, students have from 10 to 15 days to use the material. Since all books are due on Fridays we only have to type the overdue list on Mondays. Most students remember to check the date due that is stamped in the book or are reminded by morning announcements and teachers.

Submitted by: Janice Carr School: Bellevue High School

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Grade Level 4-6

Description: (Notes To Go Home)

Usually 2 or 3 times a week we distribute notes to go home in the last class (school wide notes). In order to remember, we cut down a manila envelope to make a pocket, labeled it NOTES TO GO HOME LAST PERIOD, decorated it (by a kid) and laminated it. This hangs by the door. It gives me a place to keep papers until distribution and being out near the door students remember it if I forget.

Submitted by: Beth Clemensen School: Buchanan School-Davenport

POTPOURRI PROCEDURES CATEGORY (Cont.)

Grade Level K-6

Description: (Shelving)

Lots of windows and little shelving? Why not install shelves in front of the windows, without backs? You can still see through, but now have more shelving. (For examples of this, visit Buchanan or Eisenhower Schools in Davenport.)

Submitted by: Beth Clemensen School: Buchanan School-Davenport

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Grade Level K-6

Description: (Supplies/Materials)

For those librarians outside Davenport, we've been very happy with a "perpetual gargage sale" located in our District IMC on a couple of tables. Inevitably, we each accumulate extra supplies and lots of very odd ends. Also, we are continually weeding our collections.

Any stuff we think someone else might find useful, we send in. Then, whenever we're out there, we look over the "sale". Almost always I'll walk away with someone else's "junk", my "treasure".

Submitted by: Beth Clemensen School: Buchanan School-Davenport

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Grade Level K-6

Description: (Freebies in Building)

One of the most popular stations in the lounge is a cardboard box. Labeled "freebies" it's a place for faculty to exchange junk/treasure.

As I don't collect back copies of magazines, this is a useful place to leave old magazines no longer wanted, as well as other stuff sent to the library I don't want.

Submitted by: Beth Clemensen School: Buchanan School-Davenport

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Grade Level 5-6, Jr. High

Description: (Decade Boxes)

Have the students help create a 1950's (1960's, 1970's, etc.) resource box for the media center. They collect materials and pictures on fashions, fads, sports, movies, etc. of that era.

Submitted by: Becky Mather School: McKinley School-Muscatine

POTPOURRI PROCEDURES CATEGORY (Cont.)

Grade Level ____________________

Description: (Magazine Circulation)

Our magazines are assigned a number as they come in. We record that number on our cards that show the receipt of the magazine. We also put that number with a marking pen on a sticker and put on the cover of the magazine. We make a circulation card with the number at the top and name and issue of magazine on the card. We keep the cards in a circulation type box and when the student selects a magazine he finds his own card in the box by matching the number on the magazine and the card and checks out the magazine just as he would a book. As magazines are discarded we re-use the numbers.

Submitted by: Barbara Whisler School: Grant/Garfield-Muscatine

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Grade Level ____________________

Description:

Checkout cards clipped to current magazines certainly have cut down on our losses. The magazine title is written on the card (I use long reserve book cards); the reader signs his/her name on the card and leaves it at the checkout desk. When the reader is finished with that magazine it is returned to the desk; the card is clipped back on and the magazine is returned to the shelf. You can keep track of magazines within the room, quickly check if all magazines gone have been signed for, and call for them at the end of the hour. This cuts down on loss and mutilation and also gives you a way to check magazine usage.

Submitted by: Roberta Lovelace School: Durant

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Grade Level K-12

Description: (Instant Magazine Index)

As professional magazines are received, photocopy the table of contents and file them in folders, one for each magazine for a year. Teachers looking for a specific article or general ideas can quickly browse through the folders instead of leafing through all of the magazines. The photocopies could also be circulated to all teachers in a building, or only to those to whom it would be of interest.

Submitted by: Becky Mather School: McKinley School-Muscatine

POTPOURRI PROCEDURES CATEGORY (Cont.)

Grade Level 1-6

Description:

A great idea in using children's magazines is to cut out the puzzles, dot-to-dot, matching the correct objects, finding the hidden pictures and the jokes and riddles in back issues of these magazines. By placing these games in a decorated box in the library and having audio-visual pens and paper towels available near by, the students can easily help themselves to the games. Teachers can also find these as useful time fillers when students have nothing to do. The students love doing these games and by laminating the games they last forever.

Submitted by: Nancy McIntire School: East Central Schools

GENERAL BIBLIOGRAPHY

Duplicating Manuals

Cornerstones of reference work. Margaret Danes and Elizabeth Koenig. Published by Fordham Publishing Company. n.d. 22 duplicating masters.

Imaginative worksheets using a variety of activities--games, puzzles, etc. All sheets can be kept as the students complete them and be made into a book when finished. Lesson plans for use are included. Sequel to Stepping Stones to the Library. Grades 3-5

Ideal holiday crossword puzzles for primary grades. Published by Ideal School Supply Co., Oak Lawn, Illinois 60453

These are simple and good. For grades 2-4

Library skills. Published by Ideal School Supply Company. 1969. 24 duplicator worksheets. No. 2784.

Usable and adaptable worksheets. All information needed to complete sheet is given on the sheet. Grades 3-6.

Practice in library skills. Published by Instructor Publications. 1969. 24 duplicating masters.

Good but small print and some are difficult. Upper elementary.

Stepping stones to the library. Margaret Danes and Elizabeth Koenig. Published by Fordham Publishing Company. 1972. 25 duplicating masters.

Imaginative and fun worksheets introducing students to parts of a book, appreciation of literature, call numbers, and fiction and nonfiction books. Very adaptable to your particular situation. Lesson plans for use included. Usable and inexpensive. Grades 1-3.

Using your library. Produced by Visual Materials. 1972. 14 duplicating masters. Grades 5-8.

Each worksheet contains a single objective relating to a library skill. Information and activity on the sheet relate to fulfilling the objective.

Media: resources for discovery. Encyclopaedia Britannica Education Corp. 1974. 8 filmstrips, each with cassette or phonodisc, and guides, $128.

Set in a classroom situation, these sound filmstrips illustrate

GENERAL BIBLIOGRAPHY (Cont.)

Media: resources for discovery. (cont.)

how a variety of media relates to and enriches classroom needs. The information, including the examples of dividing and subdividing the 500's and 900's is very clearly and logically narrated and illustrated. The special features of each medium are discussed so the user is better able to make the best choices when he or she is compiling research information. Grades 4-6. (Booklist, June 1, 1975)

The world of media. 123 fr., 19 min.
Media organization--fiction. 81 fr., 21 min.
Media organization--nonfiction. 77 fr., 22 min.
Indexes to media. 74 fr., 20 min.
The encyclopedia in the world of media. 93 fr., 24 min.
Resources for reference. 79 fr., 22 min.
Choosing the medium. 84 fr., 19 min.
One search, one report. 116 fr., 24 min.

ME97773 Librarian's Copyright Kit 346.73
ALA 1978 A
Contains a series of booklets on the new copyright law.

ME97635 Baker, D. School & Public Library Media Programs 027.62
Gaylord 1977 412 PGS A
This book has been carefully researched and written to document some of the best efforts that school and public libraries have been able to make for children.

ME96307 Glogau, L. Developing a Successful Elem. 027.82
Parker Media Center
1972 287 PGS A
This book describes how to design a media center for an existing facility or a new school, the kinds of books, materials and media equipment needed, how to teach curriculum skills, time scheduling, and how to use media equipment.

CU97979 Madsen, S. Teacher's Book of Lists 371.3
Goodyear 1979 206 PGS A
This book is a collection of lists, some connected directly with the basic skills and content of a school program and other lists are for fun and have interesting possibilities for classroom use.

Margrabe, Mary Media Magic 371.3
Acropolis 1979
This book links the librarian and classroom teacher in a meaningful way. It is based on total curriculum involvement and uses games, learning stations, storytelling and interest centers to maximize the learning of the critical media skills.

GENERAL BIBLIOGRAPHY (Cont.)

ME97889 Martin, B. Principal's Handbook on School Media Center 021.24
Gaylord 1978 212 PGS A
Provides a concise outline of everything a principal needs to know in order to have a first-rate library media center and program.

ME96133 Miller, S. Vertical File and Its Satellites 025.17
Libraries Unltd. 1971 220 PGS A
This volume demonstrates the merits of various types of auxiliary materials, it concentrates on how to acquire supplementary materials, organization, processing, housing, and circulation of these resources.

ME97765 Richardson, S. Periodicals for School Media Programs 016.05
ALA 1978 397 PGS A
This book is designed to give assistance to those who must carefully and judiciously determine which periodicals would be most appropriate for their schools.

ME97024 Shapiro, L. Serving Youth...High School Library 027.82
Bowker 1975 268 PGS A
This book takes a hard look at the high school media center and its role in the educational process.